

INSPECTION REPORT

ROTHERHITHE PRIMARY SCHOOL

London

LEA area: Southwark

Unique reference number: 100810

Headteacher: Ms Janet Anns

Reporting inspector: Barbara Darley
22518

Dates of inspection: 10 – 13 June 2002

Inspection number: 245271

Full inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Rotherhithe New Road London
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Ian Lawrence
Date of previous inspection:	23 February 1998

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25372	Mike Thompson	Team inspector	Mathematics Design and technology Music	How well is the school led and managed?
22424	Kathy Taylor	Team inspector	Geography History Religious education Special educational needs Equal opportunities English as an additional language	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is much larger than most primary schools with 455 boys and girls aged three to eleven years. It is in a very challenging area, which has several indicators of significant deprivation. Nearly half of the pupils are entitled to free school meals. Thirty six per cent of pupils come from minority ethnic backgrounds. The three main groups are black African, black Caribbean and Chinese. There are also pupils from European refugee families (five per cent) and pupils from traveller backgrounds (0.6 per cent). Approximately 40 per cent of pupils speak English as an additional language, which is very high compared to schools nationally. Of these, nearly half are at the early stages of learning English. The school receives specific funding to enhance ethnic minority achievement for 141 pupils. There are 97 pupils (21 per cent) on the special needs register. This is similar to the national average. Over half of these pupils have complex needs and are on the higher stages of the code of practice. Fifteen pupils have a statement of special educational need. There have been many changes in the local area since the school was last inspected in 1998. There have also been significant changes in staffing. The new headteacher and deputy headteacher were appointed in January 2002. Children enter the nursery with experiences and skills that are very low for children of this age. When they enter the reception classes, their skills are low for their age. At the time of the inspection, 56 children in the reception class attended on a full time basis.

HOW GOOD THE SCHOOL IS

This is an effective school with several significant strengths. The leadership provided by the new headteacher and the deputy headteacher is good. They have successfully established their roles, gained the respect of parents and pupils, and focused the school on achievement, creating a culture of commitment to improvement. Standards in Year 2 are rising but it is too soon for significant impact at the end of Year 6. In relation to the very low starting point, pupils make good progress by Year 2. They make sound progress in Years 3 to 6. The school provides satisfactory value for money.

What the school does well

- Standards in art and design are above national expectations by Year 2 and well above by Year 6. Standards in games and athletics are above national expectations by Year 2 and Year 6.
- The school's ethos promotes very good relationships between pupils and pupils and staff.
- Links with parents, particularly the informal contact at the start and end of the day, are very effective.
- Provision for pupils' personal development and their personal, social and health development is very good.
- Very good procedures for promoting and monitoring attendance, good behaviour, and eliminating oppressive behaviour.
- The quality of teamwork and the commitment of the staff and governors to improving the school.

What could be improved

- Standards of attainment in English, mathematics, science, information and communication technology and design and technology.
- Provision for pupils with special educational needs and English as an additional language.
- Attendance.
- Subject coordinators' monitoring and evaluation of standards, teaching and learning.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since the last inspection in February 1998. The new headteacher has placed a strong focus on learning, which is leading to raised expectations and improving standards at Key Stage 1. Standards and the quality of teaching in physical education have improved and satisfactory assessment procedures are in place. Since 1998, the school's results in

national tests at Key Stage 1 have fallen steadily due to changes in the knowledge and skills of children entering nursery, and as a result of changes in the school population. Key Stage 2 results have been consistently well below national averages due to the very high number of pupils moving in and out of the school. Over the last three years substantial funds had accrued and these sustained high staffing levels. In the coming year the school is entering a phase where its finances will be limited.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests:

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	E	B
mathematics	E	E	E	C
Science	E	E	E*	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

All children in the Foundation Stage achieve well from a very low starting point. They reach the Early Learning Goals in physical and creative development but are well below these expectations in the key areas of communication, language and learning, mathematics and knowledge and understanding of the world. In Year 1 and Year 2 all pupils, including those with special needs and English as an additional language, achieve well in relation to their prior attainment. Standards are beginning to rise over time but remain below national averages in English, mathematics and science. The 2001 national test results, at the age of seven, were well below national averages and reflect the large number of pupils still at the early stages of acquiring knowledge and skills in English and mathematics. By Year 2, standards in art and design and the games and athletic elements of physical education are above national expectations. They are below national expectations in information and communication technology and design and technology. Standards meet national expectations in geography, history, music and other elements of physical education. By Year 6 standards in English and mathematics are well below national expectations. In science standards are below expectations. The 2001 Year 6 pupils' national test results compared favourably with other similar schools in English and mathematics. In science, the school compared poorly as its results were in the bottom five per cent nationally. Insufficient teaching time is devoted to the subject and this affects the standards achieved. By Year 6 standards in art and design are well above national expectations. The games and athletic elements of physical education are above national expectations and other elements are in line. Standards in information and communication technology are well below national expectations and in design and technology they are below. In geography, history and music standards meet national expectations. By the ages of seven and eleven pupils' standards in religious education meet the expectations of the locally agreed syllabus. Between Years 3 and 6 all pupils achieve satisfactorily in relation to their prior attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils have very positive attitudes to learning, work well together, and show respect for each other and staff.
Behaviour, in and out of classrooms	Good. Most pupils consistently behave very well and respond very positively to the school's clear guidelines on acceptable behaviour. A small minority of pupils behave less well.
Personal development and relationships	Good. Relationships are very good. There are good opportunities for pupils to take responsibility and initiative.
Attendance	Well below the national average. It is slightly below other local schools due to pupils moving out of the area and remaining on roll.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching in the school is good overall. It is stronger in the nursery, reception, Years 1 and 2 as there is greater consistency of expectations. In Years 3 to 6 the quality of teaching is sound overall. Examples of excellent teaching occurred in a Year 5 art and design lesson and a Year 6 English lesson. Some unsatisfactory teaching was seen at both key stages. There are significant inconsistencies in expectations particularly in relation to standards of presentation, homework and the quality of marking in Years 3 to 6. Teachers meet the needs of most pupils satisfactorily. They do not plan specifically for pupils with special educational needs and those pupils who have English as an additional language. These pupils receive some good support but it is inconsistent and often teachers rely too heavily on specialist and support staff. Gifted and talented pupils tackle some specific projects that enable them to work at a higher level. However, teachers do not provide a consistent level of challenge for more able pupils in all lessons. Teachers manage pupils very well and this promotes positive attitudes to learning. Literacy and numeracy teaching is satisfactory but there are missed opportunities for further development in some subjects. There is too little use of pupils' skills in information and communication technology across the curriculum. The quality of teaching in English and mathematics is good in Years 1 and 2, and satisfactory in Years 3 to 6.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Strengths in the Foundation Stage, art and design, music, physical education and personal, social and health education. Statutory requirements are not met for information and communication technology, and design and technology.
Provision for pupils with special educational needs	Unsatisfactory. Pupils are soundly identified and they have good access to the curriculum. There is a lack of coherence to the targeting of resources and to the monitoring of the impact of the support pupils receive.
Provision for pupils with English as an additional language	Unsatisfactory. The school's ethos promotes positive relationships that support pupils' personal development well. However, bilingual learners' needs are not taken into account in all lessons and there is insufficient monitoring of the quality of provision.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school's ethos successfully promotes racial harmony and pupils' understanding and respect for others including their values and beliefs. Moral and social development is very good. Spiritual and cultural development is good.
How well the school cares for its pupils	There are very good procedures to support and guide pupils and to promote attendance and good behaviour. However there are some weaknesses in the use of assessment.
How well the school works with parents	Good. Informal links with parents are very good. There is insufficient guidance and involvement of parents in supporting homework.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher provide good leadership and very clear vision. Management is satisfactory. There are weaknesses in the work of some coordinators.
How well the governors fulfil their responsibilities	Satisfactory. Governors are very committed, know the school well and are keen to ensure their efforts improve the quality of education. Statutory requirements are met.
The school's evaluation of its performance	Satisfactory. The headteacher has an extremely good understanding of the strengths and weaknesses of the school. There are weaknesses in the analysis of data, monitoring and evaluation.
The strategic use of resources	Unsatisfactory. There are weaknesses in strategic financial planning, the use of specific grants and the application of best value principles. Governors compare results and consult about changes but do not rigorously monitor the impact of their financial decisions.
The adequacy of staffing, accommodation and learning resources	Good. There are good levels of staffing. The accommodation is due for much needed redecoration. The adequacy of the accommodation is good. Resources are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> children like coming to school and have a positive attitude to learning the focus on creating a harmonious, multicultural and multiracial school the school is well led and managed good quality teaching promotes good behaviour from most pupils and helps them make progress the school's approachability, its links with parents and the quality of information it provides 	<ul style="list-style-type: none"> the range of extra curricular activities the consistency of provision for homework and more information on homework the standards of pupils' behaviour entering school, in the playground and when taught by supply teachers the amount of challenge for more able pupils and the progress pupils make

Inspectors support parents' positive views of the school, their concerns about homework and challenge for more able pupils. Standards of behaviour are good and staff manage some challenging pupils very effectively. Supply teachers had no behaviour management difficulties. There is a good range of extra curricular activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 When children start in the nursery their skills and knowledge are very low for children of their age. Many children are also at the very early stages of learning English. Teachers work hard to meet their diverse needs throughout nursery and reception with little additional support. Good quality teaching ensures children achieve well in relation to their prior attainment. They attain the Early Learning Goals in creative and physical development but not in the key areas of communication, language and learning, mathematics and knowledge and understanding of the world. There is good liaison between the Foundation Stage team and Key Stage 1 teachers, which assists in effective transfer of assessment information, and promotes consistency in teachers' expectations of what children know and can do.
- 2 Consistently good quality teaching in Years 1 and 2 builds upon the children's effective start to learning. As a result all pupils, including those with special needs and English as an additional language, achieve well in relation to their prior attainment. There is no significant difference in attainment by gender or ethnicity. By the age of seven a large number of pupils are still at the early stages of acquiring knowledge and skills in literacy and mathematics. Standards in reading writing, mathematics and science are below what is expected for pupils of this age. Few pupils achieve standards above expectations for their age.
- 3 The majority of pupils enter Year 1 with attainment well below expectations in all aspects of language and literacy and mathematics. This is reflected in the 2001 national tests where attainment in Year 2 was well below the national average in reading, writing and mathematics. Pupils' national test results in reading and writing were below average in comparison to schools with a similar intake. In mathematics the proportion of pupils in Year 2 attaining or exceeding the nationally expected level was well below average, and the proportion reaching the higher levels was only a quarter of the national average. As a result, the school's overall performance was graded as being very low in comparison with all schools nationally, and well below average in comparison with similar schools. Standards achieved in national tests for Year 2 have declined since the last inspection, though they did rise in reading in 2001. However, consistent good quality teaching has arrested this year on year decline. In the most recent tests, unconfirmed results indicate that the proportion of pupils attaining or exceeding the nationally expected level is about the same as last year, but the proportion at the higher level has increased and therefore the overall performance is likely to be better.
- 4 By Year 6 pupils' standards of attainment in English and mathematics are well below what is expected for pupils of this age, reflecting those seen in the school's national test results over time. In science standards are below what is expected for pupils of this age. This shows some improvement on the previous year but not enough. This is due to insufficient time devoted to teaching science. Between Years 3 and 6 all pupils achieve satisfactorily in relation to their prior attainment. There is no significant difference in attainment by gender or ethnicity. Too few pupils are attaining the higher levels at age 11. Teachers' expectations vary in Years 3 to 6 which impacts on achievement in some classes. Some pupils with special educational needs and English as an additional language are not achieving well enough in all lessons, because some teachers do not plan tasks sufficiently suited to their specific needs.
- 5 Very high pupil mobility is a significant factor affecting attainment in Year 3 to Year 6. Many pupils begin and leave the school between these years and a number of pupils join the school with little or no experience of the National Curriculum. Approximately 14 per cent of pupils leave each year and only 45 per cent of pupils start and end their education at the school. This has an impact on standards as pupils' schooling is disrupted. However, in mathematics there are also shortcomings in some aspects of teaching in Years 3 to 6 that are affecting pupils' progress, and the analysis of performance data is not effective and is not raising expectations and thus, standards by the age of

11. Attainment is below average in Years 3 and 4, but it is very low in Year 5. The school has identified this year group as a concern and has worked hard to raise attainment by, for example, providing extra adult helpers. The school recognises that to make an impact in comparisons against national standards pupils need to make accelerated learning.
- 6 Last year's national test results for Year 6 compared favourably with those of similar schools in English and mathematics but not science. Results of national tests showed that standards in science for Year 6 pupils were poor in comparison with all schools, and very low in comparison with schools in similar circumstances. The school compared poorly as its results were in the bottom five per cent nationally. This is mainly because not enough time is devoted to science teaching, and because work was not sufficiently well targeted to the needs of pupils. The school is aware of these issues and the coordinator is taking positive steps to raise standards.
- 7 The 2001 Year 6 pupils' national test results in English and mathematics were well below the national average. Since 1997 the school's test performance in both subjects has been consistently well below average or very low in comparison with all schools nationally. In English they were good when compared to pupils in similar schools and average in mathematics. However, standards in English at 11 must be set within context of the school's intake, with many pupils having English as an additional language, and this has almost doubled since the last inspection. Attainment in English and mathematics is influenced by a very high pupil mobility rate, with a minority of pupils attending the school throughout the whole of Key Stage 2. Last year 68 pupils (15 per cent) joined the school and 100 left (22 per cent). Standards have improved since the last inspection, with a marked improvement last year due to effective teaching. However, the school is not on line to meet its targets this year and standards are expected to fall in 2002, due to variability in teacher expectations and a lack of challenge for more able pupils.
- 8 Standards in art and design are above national expectations at the age of seven and well above by the age of 11. In the games and athletic elements of physical education standards are above national expectations at the ages of seven and eleven. In religious education they meet expectations of the locally agreed syllabus. Pupils' attainment in these subjects has improved since the last inspection due to effective training and increased teacher knowledge and confidence. In geography, history and music standards are in line with national expectations for pupils at the age of seven and eleven and are similar to those at the last inspection.
- 9 Standards in information and communication technology are below national expectation at age seven and eleven. This is because there is currently little use of pupils' knowledge and skills in all subjects to develop or extend what they learn in information and communication technology lessons. By age 11 standards are well below expectations due to parts of the National Curriculum programmes of study not being taught, and pupils lacking the necessary knowledge and skills to work at an appropriate level for their age. In design and technology pupils' standards of attainment are below national expectations by age seven, due to too little time devoted to the subject resulting in unfinished work. In Years 3 to 6 pupils make unsatisfactory progress in design and technology because their skills, knowledge and understanding have not been developed in a step by step way.
- 10 Pupils' literacy skills develop well in Year 1 and 2 and satisfactorily between Years 3 and 6. In speaking, listening and reading all pupils achieve well in relation to their prior attainment. By the age of seven pupils' attainment in speaking and listening, is below average. Pupils continue to improve their oral skills as they move through Years 3 to 6, with regular opportunities for them to work in pairs and small groups in discussing their work. By the age of 11 standards are just below average. Pupils' reading is below average by the age of seven and eleven. They make satisfactory progress in developing their reading skills across the school but many older pupils read very little outside school which inhibits better achievement. By the age of seven pupils' writing skills are below expectations for their age but they have achieved well in relation to their prior attainment. Differences in teachers' expectations in Years 3 to 6 lead to inconsistent development in pupils' writing skills. They achieve satisfactorily in relation to their prior attainment but standards in Year 6 are well below average. There is some effective use of pupils' literacy skills in history, geography and religious education. Too little use is made of information and communication technology to extend pupils' literacy skills.

- 11 Basic skills of numeracy develop steadily as pupils move through Years 1 and 2. From a low starting point, pupils make satisfactory progress as they move through the school. Numeracy skills are below average by age seven. By age 11 pupils have made satisfactory progress in relation to their prior attainment. Standards in Year 6 are well below expectations for their age as teachers in some of the classes do not always ensure that the work provided for pupils is well matched to their level of attainment, and provides a suitable level of challenge.

Pupils' attitudes, values and personal development

- 12 Relationships are very good ensuring good attitudes, values and personal development from most pupils. Behaviour in and out of lessons is good. This promotes a positive, friendly ethos, which provides a very good basis for learning. This aspect has improved since the last inspection and reflects a strong focus on effective support for pupils through personal, social and health education, and provision for pupils' spiritual, moral and social development.
- 13 Pupils enjoy coming to school. They confidently express their opinions knowing their contributions will be listened to and valued. They take pleasure in their own and others' achievements and work well together in pairs and groups. Pupils respect the views of others, and listen well when pupils are describing their work. In most classes, pupils take pride in presenting their work well, but it is poorly presented when a few teachers accept incomplete work and do not make the necessary corrections. The majority of pupils are interested in their work and concentrate very well. Some pupils have difficulty sustaining their concentration but effective support helps them learn and prevents disruption to others. Pupils with special educational needs are accepted by and relate well to other pupils. They have satisfactory and sometimes good attitudes to learning. They work hard and have good concentration levels when working as part of the whole class and in small groups. Pupils with English as an additional language have good attitudes to learning and enjoy positive relationships with the staff and other pupils. These support their personal development well. Pupils are polite and friendly to visitors. They show respect for their surroundings and use equipment with appropriate care.
- 14 Most pupils consistently behave very well and respond very positively to the school's clear guidelines on acceptable behaviour. They recognise the difference between right and wrong, and appreciate the effect of their actions on others and the environment. Pupils feel safe and secure in school, and are confident that if problems occur, they are swiftly and effectively dealt with. Good levels of supervision and the introduction of play workers in the playground at lunchtime have been very effective. Some parents expressed concern about the standard of pupils' behaviour. No bullying or intimidating behaviour was seen and supply teachers had no behaviour management difficulties during the inspection. Inspectors do not support parents' concerns about behaviour in the school. Rarely is behaviour in lessons less than good. In a very small proportion of lessons, restless behaviour resulted from pupils not understanding the teachers' instructions, a slow pace to the lesson and being presented with work that was not sufficiently challenging. A few pupils who have specific difficulties with social relationships are effectively supported through positive opportunities programmes which successfully target problem behaviour. Teachers manage challenging behaviour from a minority of pupils very well and disruption to lessons is minimised. This ensures the inclusion of these pupils does not have a significant adverse impact on others. The minority of pupils with behavioural difficulties presents a significant challenge. The school's very good provision for pupils' moral development and effective procedures for monitoring and supporting pupils supports them well and their behaviour is satisfactory.
- 15 The very good quality of relationships contributes significantly to the school's positive ethos. Relationships between pupils and staff are very good. Pupils form constructive friendships, and relationships between pupils from a range of cultural heritages are very good. The school successfully promotes an inclusive and supportive environment making strenuous efforts to avoid exclusion. There were 14 fixed period exclusions in the last year and one permanent exclusion. When exclusion is required all appropriate procedures are carried out.

- 16 Pupils' personal development is good. They respond well to the opportunities given to show initiative and responsibility. Older pupils are trained to help solve minor disputes between pupils during break periods and they succeed in calmly helping others resolve their differences. Pupils' have a good understanding of responsibility and citizenship by contributing to the work of the School Council. Pupils recognise that their views are listened to, valued and, where appropriate, acted upon. For example, pupils' suggested that the school pathway should be lit on dark winter afternoons. The school agreed and the idea was implemented.
- 17 Attendance levels for the last academic year were well below the average nationally, although only slightly below other schools locally. Authorised absence was above the national average, as was unauthorised absence. The school clearly states to parents that absence will only be authorised for good and valid reasons and rigorously applies the criteria when classifying absence as unauthorised. School attendance figures are adversely affected by the mobility of families and identified individual pupils and families whose attendance record is unsatisfactory. Most pupils' attendance records are good and they are particularly delighted if their class wins the weekly best attendance cup. Punctuality between lessons, after breaks and lunchtimes is good. At the start of the day it is satisfactory and improved since the last inspection.

HOW WELL ARE PUPILS TAUGHT?

- 18 The quality of teaching in the school is good overall. Approximately one out of every 17 lessons was of good quality. Two examples of excellent teaching were observed in art and design in Year 5 and English in Year 6. There were five unsatisfactory lessons. In Year 1 there was an unsatisfactory lesson in art and design and information and communication technology. The other three unsatisfactory lessons were in history, religious education and mathematics in the upper school. The weaknesses in these lessons related to teachers not matching tasks to pupils' abilities and, in some cases, too low expectations of pupils' behaviour which resulted in a slow pace. The quality of teaching is good in the Foundation Stage and Years 1 and 2. It is stronger here than that in later years as there is greater consistency of expectations and a strong sense of team work. In Year 1 and 2 teaching is good in most subjects and leads to good learning. In Years 3 to 6 the quality of teaching is satisfactory in most subjects due to variations in expectations. The key feature of all successful teaching is the very good relationships between adults and pupils.
- 19 Staff work hard to maintain a number of pupils whose challenging attitudes and behaviour would put them at risk of exclusion. Teachers are very aware of pupils with particular behavioural needs and manage these very effectively. Most teachers set clear expectations of behaviour and pupils respond well and act very responsibly. Where teachers have very clear expectations, which have been established over time, the high quality of their behaviour management is almost unnoticed as, rarely, do they have to remind pupils with more than a look or a word. This leads to an increased pace to the lessons and improved learning. This is a particular feature of very good and excellent teaching. Some of the few unsatisfactory lessons were related to issues regarding the management of pupils' behaviour. In these classes some of the inappropriate behaviour was due to poor habits acquired over time. These are difficult to correct and highlight the variation in some teachers' expectations. Inspectors found no evidence to support parental concerns about the quality of the supply teachers used by the school.
- 20 A good feature of most lessons is that teachers share what pupils are expected to learn at the beginning of the lesson and revisit it during the lesson helping pupils to assess how much they have learnt. However, some teachers do not explain lesson objectives to pupils. For example, in some literacy lessons, learning objectives are not always shared with pupils, leading to a lack of understanding of how the activities are designed to develop their skills and there are missed opportunities to review and celebrate what they have learned. In two art and design lessons reference to what pupils were learning was a continual theme throughout each lesson and enabled Year 2 and Year 6 pupils to articulate what they had achieved at the end of the lesson and as a result have a good understanding of their learning.

- 21 Teachers have detailed weekly plans but their daily plans do not record specific activities to support pupils with special educational needs, including those pupils with a statement of special educational need. Although pupils frequently receive additional adult support in literacy and numeracy lessons, several teachers assign far too much responsibility to the support staff for adapting the work and monitoring pupils' progress. In lessons in other subjects, in science and religious education for example, there are some good examples of learning support assistants giving effective help when they talk through the work, repeat instructions, explain processes and tasks, and emphasise the key vocabulary and concepts. The practice of withdrawing certain pupils from parts of lessons, and assigning them to work with learning support assistants is sometimes effective but is unsatisfactory overall. This is because the quality of this provision is far too dependent on the expertise of individual support staff; it is not well planned; and it is not monitored to determine either its effectiveness or its impact on pupils' progress. Some teachers do not always explain to pupils what they have missed; in one art and design lesson, pupils returning from a group took no part in the lesson and sat reading quietly. A small number of pupils, ten pupils in all, are sometimes taught by the special needs coordinator in small, group withdrawal sessions. The quality of this teaching is effective. Learning intentions are clear and specific and the tasks are well planned to meet pupils' needs.
- 22 Not all teachers have a clear understanding of good practice in the teaching of bilingual learners, or of their responsibility for ensuring that all of their teaching takes into account pupils' diverse needs. While there are some examples of good practice, particularly in the Foundation Stage, many teachers give too little attention to emphasising and explaining new vocabulary, developing pupils' speaking skills and planning specific work that matches pupils' needs. Teachers also rely too heavily on assistants to support pupils with English as an additional language. When small groups of pupils are taught by the coordinator the quality of this teaching is effective.
- 23 Teachers have good basic teaching skills. Their management of pupils is consistently very good. The teaching of literacy and numeracy is satisfactory overall. It is good in Years 1 and 2 where it promotes good learning and is raising standards. In the Foundation Stage, art and design, history, physical education and religious education the quality of teaching is good across the school and promotes effective learning. In geography the quality of teaching is good in Years 1 and 2. In art and design and physical education the consistency of good teaching is leading to higher standards. Good teaching enables pupils to make good progress from a very low starting point. However, the school recognises that in order to make gains against national standards, accelerated learning is required and that aspects of provision and the consistency of teachers' expectations are key features in promoting higher standards overall.
- 24 Teaching expectations and quality are more variable in Years 3 to 6. This is most clearly seen in pupils' work over the year. For example, teachers' expectations of how pupils present their written work varies, as does the quality of their marking. Where teachers have high expectations, pupils respond well with very neat work but where expectations are too low poor presentation leads to mistakes. For example, in mathematics, some teachers' marking does little to point out what pupils need to do to improve and in most classes, expectations of the presentation of pupils' work are low, and in some instances mistakes occur because work is incorrectly set out. Some teachers make satisfactory use of homework but this is not consistent and reflects parents' concerns. There is too little homework set or marked on a regular basis and the quality of presentation and care of books varies between classes.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

- 25 The school provides a satisfactory, broad and relevant curriculum for its pupils. The quality of the Foundation Stage provision is good and ensures good coverage of the Early Learning Goals. There are strengths in art and design, music, religious education, and physical education. The curriculum does not meet statutory requirements in either design and technology or information and communication technology. The latter is insufficiently resourced and not used well enough in all subjects. There is insufficient time allowed for design and technology and as a result not all

elements of the subject are taught. Religious education is taught according to the locally agreed syllabus and the school meets requirements for collective worship. The curriculum provides a suitable grounding for pupils moving to the next stage of their education. There has been satisfactory improvement since the last inspection.

- 26 The balance of the curriculum is designed to meet the needs of the pupils but is unsatisfactory in its provision for coverage of science and design and technology. More time than is usual is allocated to the teaching of English, mathematics, music and physical education. This supports pupils' low literacy and numeracy skills and celebrates their strengths in creative and physical skills. However, the amount of teaching time for science and design and technology is too low. The allocation of teaching time is also inconsistent from class to class. These factors have a detrimental effect on standards. The literacy and numeracy hours have been successfully introduced and teachers' plans follow the format of the national strategies. Pupils' speaking and listening are satisfactorily promoted across the curriculum. There is limited use of their numeracy skills, particularly in design and technology. Use of pupils' skills with information and communication technology is too limited in all subjects. There is satisfactory use of pupils' library and research skills
- 27 School policies are clear and reflect the aims of the school. There is a clear focus on equal opportunities. Systematic long term plans aid the development of pupils' understanding, skills and knowledge and draw upon current government guidelines. They provide a clear framework for teachers to use in writing their termly and weekly plans. Teachers' planning booklets and daily plans are detailed and cover the content of the lesson well. In some teachers' daily lesson plans there are insufficient references to work tailored to the needs of specific groups of pupils. There are good links between science, geography, history, art and design, religious education and drama that help make learning relevant to pupils. In a Year 5 art and design lesson pupils drew two other pupils dressed in simple Roman clothes modelling a Roman scene.
- 28 The provision for pupils with special educational needs is unsatisfactory. It lacks coherence. There are insufficient systems to ensure that resources are appropriately targeted and to ensure that the support is effective and well used. The criteria for determining which pupils receive specific teaching support lacks a rationale. As a result, the majority of the pupils on the higher levels of the Code of Practice (including all of the pupils with a statement of special educational need) receive no additional and specific specialist teaching. Their specific needs are not sufficiently well met by the teaching provision within their class. Similarly, the high number of nursery and reception children at the early stages of English and others identified as having special educational needs are not supported through enough additional staffing and teaching provision.
- 29 Pupils have satisfactory access to the curriculum and are included in all aspects of school life. Their needs are identified promptly when they join the nursery or in other years throughout the school. There are appropriate systems to ensure pupils move up through the stages of the Code of Practice as necessary. Individual education plans appropriately identify pupils' literacy, numeracy and behavioural needs. Some targets are too vague to assist staff effectively in assessing pupils' level of progress and are then carried forward from one review to the next. Learning mentors provide individual help to pupils and at other times work alongside them in lessons, effectively helping pupils to improve their behaviour.
- 30 Although the school has very clear aims expressed in its policy, the provision for pupils with English as an additional language is unsatisfactory overall. The school's ethos supports pupils well ensuring they are welcomed, fully accepted, valued and enabled to take part in all school activities, which has a positive impact on their learning. There is limited sharing of some good practice and too little monitoring to ensure that all teachers support and take account of bilingual learners' needs. There is insufficient planning of specific work to match these pupils' needs or to develop their speaking skills. Teachers place too much reliance on learning support and classroom assistants to explain the ideas and tasks, and to support pupils in their work. Some pupils with the greatest needs are successfully taught in withdrawal sessions but this provides for too few pupils.

- 31 The curriculum is enriched and extended effectively through a good number of interesting activities, visits, trips to museums and historic sites, an annual residential trip for Year 6 pupils and extra curricular activities. Some parents had concerns about the school's extra curricular provision and wished to see more regular clubs and a breakfast club. Visitors from the community also enhance the curricular provision. For example, a local charity has funded two artists in residence for a term and another local charity ran a course for teachers. This helped teachers broaden pupils' experience, raised expectations and standards. Pupils who have been identified as gifted and talented have taken part in a science and an art and design project, which stretched their abilities and enabled them to work at a high level. There is a good focus on music, with visits from musicians and musical groups. The Youth Service's After School Club is very popular. It provides a wide range of activities for up to 100 pupils. The clubs uses much of the school's accommodation necessarily limiting voluntary teacher based activities. Other popular activities have included football, hockey, and rugby training, a music club, and a lunchtime reading club. The school has swimming sessions and takes part in league sports. Extra classes to boost pupils' attainment in English, mathematics and science, for Year 6 pupils, have been held on Saturday mornings and in school holidays. Inspectors found no evidence to support parents' concerns about extra curricular provision judging it to be good.
- 32 The community makes a good contribution to pupils' learning. The recently completed Family Centre at the school improves links with the community further. Here parents have been involved in various courses like yoga, counselling and projects like 'Keeping up with your Children.' These courses and events are growing in popularity and helping to involve parents in their child's education. There are satisfactory links with other schools. A local partnership of schools gives Year 6 pupils information and communication technology courses and drama classes on Saturday mornings. At the end of Year 6, pupils transfer to many different secondary schools in several local boroughs. Developing consistent links with each one is very difficult for the school. Pupils are satisfactorily prepared for transfer to the next stage of their education.
- 33 The school's provision for pupils' personal, social and health education is very good. There are useful long term plans, a good quality policy and helpful supporting documents all of which help teachers structure a very interesting and relevant series of lessons across a term. The policy includes provision for sex education and relationships, and drugs education. Its main aims are to improve pupils' social interactions, raise their self esteem and the profile of this area within school. These are achieved. Opportunities for discussions are well established and are a strength of the curriculum. Very good relationships between staff and pupils mean that difficult issues can be successfully discussed. For example Year 6 pupils sensitively discuss how to manage angry feelings. Year 2 pupils follow the rules of 'circle time' and listen to each other when discussing how, when and why medicines are used. A theatre group's visit to Year 5 pupils successfully increased their awareness of the need to respect the views of others through enacting a dramatic scene. Assemblies contribute positively to pupils' personal, social and health education. The school is working towards an anti bullying project, which will eventually lead to the creation of the school's anti bullying statement.
- 34 Provision for pupils' spiritual development is good. The school successfully creates an ethos within which all pupils grow and flourish, respect others and are respected. Religious education lessons provide good opportunities to explore the values and beliefs of others. Visits to local churches and places of worship support pupils' spiritual development. Assemblies also play a good part. A programme of assemblies provides a clear focus each week and pupils regularly contribute, for example, Year 5 pupils enthusiastically tell the story of Theseus and the Minotaur to other pupils demonstrating how they all need to work well to create a successful performance. The assembly promoted pupils' speaking and listening skills effectively. When music plays as the pupils enter assembly this establishes a good atmosphere of calm and reflection but it was not used in all assemblies.
- 35 Provision for moral development is very good and results in very good relationships within the school community. The school's code of conduct is clearly displayed around the school, and pupils distinguish right from wrong. Staff's calmness and consistent management of any difficulties in most classes encourages an equally calm response from pupils and very effectively raises their

confidence and self esteem. In their English lessons, older pupils explore a number of moral issues, for example, vivisection and the moral issues of fox hunting.

- 36 The high quality of relationships between adults and pupils makes a large contribution to pupils' very good social development. Pupils work very happily with one another in pairs and small groups as well as class units. They listen to one another, share views and accept final decisions. In physical education lessons, there is good emphasis on working as a team and developing problem solving skills. The School Council plays a central part in developing pupils' social skills effectively. Pupils respond very well to the responsibility thus offered to them from an early age. Helping others to solve disagreements is a valuable social experience for those older pupils. Older pupils benefit from a clearly structured and well organised residential experience.
- 37 Provision for cultural development is good. Many opportunities are created for pupils to discover and explore art in galleries and museums, although opportunities to explore the cultures of the very varied school population are more limited. There are some good opportunities for pupils to learn about the richness and diversity of their own and other cultures when, for example, they study Islam and Judaism in their religious education lessons, and pupils are very effectively encouraged to respect the beliefs of others. There are regular visits into school from artists and sports trainers. Music does not, however, make an active contribution to the cultural life of the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 38 Overall, the school continues to provide very good support, advice and guidance for its pupils and this continues to be a significant strength of the school. Relationships within the school are very good. All staff provide very caring and thoughtful support to pupils; they are accessible and responsive to pupils' pastoral needs. The very good relationships throughout the school are a significant strength, and have a very positive impact on pupils' learning. The school has successfully created a climate for good behaviour by having high expectations, clearly explained and defined, and understood by all. This provides a very positive ethos and learning environment. Parents are happy with the support and guidance offered to their children.
- 39 Pupils respond very well to the praise and encouragement from staff. They understand and appreciate the system of rewards, and try hard to gain points towards their 'house' totals. Regular weekly assemblies provide good opportunities for celebrating pupils' individual good work, effort and good behaviour. Pupils enjoy the regular opportunities to show good work to the headteacher and her deputy. A well structured programme of personal, social and health education is very successful in encouraging pupils to develop self esteem, to understand and explore the effects and consequences of their behaviour, and to take responsibility, at an early age.
- 40 Parents expressed concern regarding pupils' behaviour. Some pupils have challenging attitudes and behaviour but the school supports and manages them consistently well, ensuring there is little detrimental effect on the learning of others. Pupils' behaviour is well managed by pupil support programmes that provide strategies to help pupils control their behaviour and monitor success. The level of care and support to pupils at risk of exclusion is very good. Pupils' behaviour at lunchtime is good. The play workers organise a good range of appropriate play activities during the lunchtime break and there are some clubs. Good levels of supervision in school and on play areas at break and lunchtime has a beneficial effect on behaviour and promotes very good relationships between adults and pupils. There was no evidence of oppressive behaviour or bullying during the inspection. Pupils feel safe and secure within the school and the playground.
- 41 Monitoring of pupils' social development is good. All staff know pupils well, and there are regular year group meetings to discuss pupils and any concerns. Teaching assistants and lunchtime supervisors play an important role in the care of pupils, and in monitoring and supporting their social development. Learning mentors provide effective support to identified pupils in the classroom, and to their families.
- 42 Assessment and recording was identified as a key issue in the last report. Over the last four years the school has tried and rejected a number of strategies. The current system was introduced in

September 2001. The procedures are satisfactory except in English and mathematics where they are unsatisfactory. Monitoring of the academic progress of individual pupils produces much data but this is not sufficiently analysed in English and mathematics. Teachers' use of the procedures varies across the school. There are good assessment procedures in the Foundation Stage. Nursery staff make informal assessments of individual children when they start nursery and continue to assess their progress using a stepped approach. For example, matching children's reactions to a story to a set of assessment steps. Reception teachers use the stepped approach and the Early Learning Goals to monitor children's achievement. Teachers' baseline assessment tests are effectively used to monitor children's progress and raise expectations by predicting attainment levels at the end of Year 2. In Year 6, teachers' assessments do not always accurately match pupils' achievements in tests as teachers underestimate the impact of their teaching.

- 43 In English, mathematics and science the school uses the Year 2 and Year 6 national test results, the optional national tests for Years 3, 4 and 5 and some assessments at the end of units of work, to help teachers set targets for improvement. The quality and type of targets set varies according to teachers' understanding and expectations. For example, some set group targets while others set individual targets. In some cases the individual targets are no more than a simple tick list detailing the work covered while others are more useful as they record skills pupils acquire. There are assessed collections of work to help teachers agree common expectations of pupils' work. The quality of teachers' marking in English and mathematics also varies considerably. Many teachers regularly mark and correct work well, using positive and constructive comments on pupils' work and suggesting specific targets for improvement. However, a significant minority of teachers simply tick work, sometimes when the work contains a considerable number of mistakes. This does not help pupils to take a pride in their work or to know how to improve further.
- 44 Assessment procedures for the other subjects are satisfactory. Teachers consider the needs and requirements of individual units of work, identify key skills and report these using National Curriculum levels or key statements. The quality of the pupils' annual report is satisfactory. They contain good information on how pupils could improve in English, mathematics and science. The information about other subjects is usually limited to what work has been tackled with little information regarding pupils' achievements and successes. Pupils are given a good opportunity to evaluate their own areas of achievement during the year, and to set realistic targets for themselves. There are satisfactory procedures for assessing pupils' special educational needs. These identify areas for improvement and when pupils move up or down the register of special needs. Pupils' targets identified on individual education plans are regularly reviewed, though in some cases targets for improvement are not specific enough to help teachers judge how much progress pupils have made. The school meets the requirements outlined in statements for pupils with special educational needs. Class teachers usually set targets for improvement for those pupils with English as an additional language. However, in some cases these are of limited value and usefulness, as not all teachers have secure knowledge of the different stages of language acquisition.
- 45 School procedures for recording and reporting pupils' attendance meet statutory requirements. Parents know what to do when their child is absent. If they do not provide information the school has good follow up procedures, for example, the Home School Worker contacts the parents. The school's monitoring arrangements are very good, and there is good weekly liaison with the education welfare officer. The school promotes punctuality and regular attendance effectively and is successful with most parents and pupils. Staff rigorously adhere to guidelines for authorising absence. Parents are actively discouraged from taking holidays in term time and encouraged to bring their children to school each day on time but there are a small minority who regularly arrive late. The system of meeting late pupils at the school entrance, and establishing reasons for their late arrival before encouraging them to join their classes quietly and unobtrusively, ensures that the late arrivals cause a minimum of disruption to other pupils and their lessons. The overall level of attendance is improving, and the number of pupils achieving 100 per cent attendance is increasing.
- 46 Child protection procedures are very good, well established, and meet statutory requirements. All staff are regularly reminded of the importance of being vigilant and are aware of the procedures to be followed if there is concern. Liaison with social services is satisfactory.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 47 Parents have a very positive view of the school. They feel welcome in school, and appreciate the availability of staff and the support and guidance given. Parents value the school's emphasis on ensuring harmonious relationships between pupils from a range of heritages. They appreciate the positive learning environment where pupils of all cultures and races work well together.
- 48 There is a strong emphasis on encouraging parents to be involved in the education of their children and the headteacher works hard to ensure effective communication. Daily she meets pupils and their parents, at the start and end of the school day, with the deputy headteacher and the home school worker. This provides a very good opportunity for informal discussions and enables parents to request a more formal discussion with the staff if needed. The home school worker provides a valuable link with parents. She systematically follows up pupils' absences and effectively follows up the school's concerns regarding punctuality. She provides a very good level of support and advice to parents regarding a wide range of issues.
- 49 The information parents receive is satisfactory. Newsletters give parents a good range of useful information, and the section on achievement is a valued initiative. Consultation evenings provide good opportunities for parents to meet teachers to review their child's progress. A system of agreeing targets for pupils has recently been established. These initial targets are too wide. The targets are discussed with parents at the end of the school year. The special needs coordinator, teaching and support staff work well to establish and maintain links with external support agencies and parents. Pupil reviews take place regularly and parents are invited to attend. The quality of the pupils' annual report is satisfactory. Parents were consulted about recent changes to the format of the report. Information to parents on what their child knows and can do, and how they might be able to improve in English, mathematics and science, is good. This was an issue raised in the last inspection report. There is too little information to parents regarding pupils' achievements and successes in other subjects.
- 50 Parents' concerns regarding the consistency of homework are justified. Parents of younger children are encouraged to hear their child read, and a good number of parents support their children's learning in this way. Although there is a clear homework policy there are inconsistencies in the way it is set and marked. The school rewards pupils who conscientiously do their homework and at times provide a homework support club for pupils experiencing difficulties. This was not operating during the inspection.
- 51 A very small number of parents regularly help in the classrooms. A larger number of parents provide valuable support when educational visits take place. The school's parent/teacher association 'LINK' very successfully organises social and fundraising events to support the school and its work. The recently opened Family Centre is starting to provide a very good opportunity for parents to meet together, attend information meetings and mutual support sessions, and meet local further education providers to extend their own education. An example of a successful meeting was where parents talked about health matters with the school nurse. Parents are making a valuable contribution in planting and caring for an attractive garden around the centre.
- 52 The school works hard to improve continually its relationship with parents and encourage a closer partnership with parents and carers. The parents' questionnaire shows a significant shift towards many more parents feeling very positive about the school than at the time of the last inspection. The headteacher maintains her enthusiasm in working with a parent body that changes more frequently than most, as many families move into the neighbourhood and then leave. The school is successful in promoting very effective links with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 53 The quality of leadership and management provided by the headteacher and key staff is satisfactory overall. There are strengths in the leadership provided by the headteacher and the

deputy headteacher but weaknesses in the management roles of some coordinators and a lack of rigour in monitoring. There have been many changes in the school and its population since the last inspection. In the last inspection leadership and management was judged as very good. The changes have placed many new demands on the leadership and management. Under the new headteacher the school retains a strong commitment to raising standards and good capacity to meet the challenges identified in this report.

- 54 The leadership provided by the new headteacher and the deputy headteacher is good. They have successfully established their roles, gained the respect of parents and pupils, and focused the school on achievement creating a culture of commitment to improvement. The ethos of the school successfully meets the challenges of a very diverse school population and provides a sound learning environment. Clear aims and values guide the school and the recently appointed headteacher is strongly committed to raising standards. She has a very clear view of the way in which the school needs to develop to achieve her aim. The headteacher has an extremely good understanding of the main strengths and weaknesses of the school, and the priorities for development. She has already started to make necessary improvements. For example, the school's approach to strategic planning has been changed so that annual budgetary and school development planning both follow the same timescale. The headteacher receives good support from her deputy and they form a strong, hard working team. A wide range of strategies for monitoring the quality of teaching and learning is in place, such as observations of lessons by the headteacher and senior staff. This has led to consistency of approach towards pupil management and is focusing teachers' attention on learning and improving standards. Senior managers provide satisfactory support.
- 55 The quality of subject leadership and management is variable. It is very good in science and good in the Foundation Stage, art and design, history and religious education. In these areas a clear educational direction ensures effective action, strong commitment and good capacity for improvement. Some coordinators monitor teachers' planning and scrutinise samples of pupils' work to gain an overview of standards. Effective feedback to staff helps to raise expectations and standards. In mathematics and design and technology, monitoring and evaluation is unsatisfactory, particularly in respect of teaching and learning. There has been insufficient recognition of inappropriate levels of work being set in some classes and the low standards achieved. Overall, the quality of monitoring and evaluation is unsatisfactory as it is not sufficiently rigorous in several areas.
- 56 There are weaknesses in the established roles allocated to the special needs coordinator and the coordinator for English as an additional language that contributes to unsatisfactory provision for these pupils. The special needs coordinator is new to the role this year. Effective liaison arrangements are in place. The assigned role limits the coordinator's impact. Currently, the special needs coordinator is not involved in deciding or influencing which pupils receive additional support and how additional funding is used. Also, the role does not include monitoring the overall quality of provision including teaching and learning and judging its impact on pupils' progress. This is also true of the coordinator's role for English as an additional language. The coordinator has been in post for a year and has had effective training, providing an increased awareness of the shortfalls in current provision. The assigned coordinator's role involves supporting pupils in class and some specialist teaching to a small number of pupils with the greatest needs. This does not make effective use of the coordinator's skills to assist teachers to improve and develop their practice, thereby impacting on provision for all pupils with English as an additional language.
- 57 The governors are committed and supportive. They work hard for the benefit of pupils and strive to improve the quality of education provided by the school and the standards attained. Governors know the school well and many work at the school or most have long associations with the school. The headteacher ensures they are well informed and they discuss issues thoroughly at their regular meetings. Governors have ensured that the key issues from the previous inspection have been satisfactorily addressed and that most statutory requirements, such as the management of teachers' performance, are properly met. However, aspects of the National Curriculum for design and technology and information and communication technology are not fully in place and these subjects do not meet statutory requirements.

- 58 The quality of teamwork between all staff and between staff and governors is good, and this contributes to the very good relationships that are a strong feature of the school. Arrangements for the day to day administration of the school are efficient, and the office staff provide good quality support for the headteacher. The systems in place for tasks such as monitoring the punctuality of pupils enable teachers to focus fully on their work in the classroom. The views of all members of the school community are valued and are carefully considered when the School Improvement Plan is formulated. The plan sets out a clear long term vision for the development of the school, and progress in meeting the targets set out in the plan is regularly reviewed. Monitoring and evaluation is aimed at supporting the plan but the review process lacks clarity. This leads to inconsistencies in the leadership and management of subjects.
- 59 Strategic financial management is unsatisfactory. For a number of years, the school has not spent all of the funds allocated to it and has accumulated a very large reserve. By the end of the 2000-2001 financial year, this reserve amounted to 13.5 per cent of the school's annual budget. The school was aware of its growing reserve three years ago. There is a lack of consistency in the explanations for this accumulation of funds and it has not been sufficiently clearly planned. The large reserves have offset the effects of a reduction in income caused by falling pupil numbers due to the regeneration of the local estate. However, this has also led to insufficient analysis of costs and the school faces a potential deficit due to lack of rigour in analysing costs and their effectiveness. Consequently, the principles of 'best value' are only partially applied. Governors regularly compare the school's performance against that of other schools. They consult widely to ensure that they are clear about the needs of the school community. However, there are shortcomings in the rigour with which expenditure, such as, the funding for special educational needs, English as an additional language and marking and preparation time, is monitored and evaluated.
- 60 The school has sufficient teachers who have a good range of expertise. After a period of significant staff change, the school now has a stable teaching staff who form a good, hardworking team. Recruitment of staff is difficult in this area and the school's recruitment and retention strategy is successful. There is a good balance of male and female teaching staff. Staff are representative of a range of ethnicities and cultures, reflecting many of those in the community it serves. The provision of a crèche for the younger children of teachers and support staff has had a very positive impact on the school's ability to retain staff. Teachers and support staff work very well together as a team. Arrangements to provide suitable professional development for staff are good and appropriately linked to the school's performance management arrangements. The induction programme for teaching staff is good, however, that for support assistants is insufficiently formal to take account of the varying levels of experience. All receive some basic training in literacy, numeracy and information and communication technology. Several teaching assistants are very experienced and have gained further qualifications and training. They all provide good support and contribute particularly well to pupils' personal development and ensure pupils have access to the curriculum. Their effectiveness is sometimes limited by insufficient guidance being given by teachers.
- 61 The number of support assistants is high, and some of these act also as lunchtime supervisors. Some staff leave older pupils' lessons early in order to supervise the lunchtime arrangements for younger pupils. There is a similar impact at the start of the afternoon session. This adversely affects the availability of support at some most crucial times, when group tasks are being carried out in literacy and numeracy lessons. Teachers do not always adapt their planning and teaching to take account of this and maximise the use of the support available. There are enough support staff to meet the needs of pupils and additional funding for pupils with specific needs is allocated to increasing general classroom support levels. This arrangement is too loose and does not ensure that the support staff, teachers, and the special needs coordinator have a clear idea of the extent of the provision and how it should be used. The lack of rigour in the planning creates difficulties in evaluating the effectiveness of these arrangements on meeting specific pupils' needs. There is very limited teaching and specialist teaching provision for those pupils with greater and more complex needs, including those pupils with a statement of special educational need. Some of the trained learning support assistants successfully carry out speech and language programmes. Some

learning support assistants are inappropriately deployed helping other pupils thus reducing some of the time available to support, adequately, the pupils who have a statement of special educational need.

- 62 The adequacy of the accommodation is good but the quality is satisfactory. Urgent repairs to the roof are due which has delayed necessary redecoration and cleaning. The accommodation for specialist teaching for pupils with English as an additional language and special needs is unsatisfactory. The area is too small and cramped and pupils withdrawn from class for additional support are often taught in the corridor, which is not a suitable environment for learning. There is good access for pupils with disabilities.
- 63 Learning resources are satisfactory overall. Good use is made of computer systems for administrative purposes, and these provide the headteacher and governors with good quality information. The school has a good range of portable and laptop computers that supplement the networked computers in each class. All classes have access to the internet but this is not fully utilised. The ranges of computers are fully compatible enabling pupils to transfer their work easily, and readily use all types. Teachers have grown in confidence in the use of computers but are not making efficient or effective use of available equipment. There is insufficient planned and regular use of class computers and during the inspection computers were rarely seen in use outside specific information and communication technology lessons. There is insufficient use of pupils' knowledge and skills in other subjects. A very useful asset is the technician who is available two days a week to help staff and pupils solve any technical problems. There are insufficient additional resources, in nursery and reception classes, to support the staff in helping children learn English more quickly, and to support children identified as having special educational needs.
- 64 Resources are good in science, history and religious education. In these subjects there are a good range of quality books, posters, equipment and artefacts which are accessible. Design and technology resources are unsatisfactory and insufficient to support the full curriculum. There is a shortage of suitable quality materials for food technology. There is a lack of equipment to detect and measure temperature or light levels in information and communication technology. In both these subjects the lack of resources means that the teachers cannot teach all the statutory requirements of the National Curriculum. The issue relating to outdoor equipment for the Foundation Stage from the last report has been successfully addressed. Resources are good and enable children to have access to a wide range of activities. There is a shortage of suitable small climbing apparatus in the hall. There are few bilingual books available in the library and a limited number of bilingual books to encourage pupils to practise reading in their home language. The library has a satisfactory range of other books in and these are regularly used by pupils.
- 65 A wide range of indicators shows that the school is in a challenging environment. The school is effective as good teaching promotes steady progress from a low starting point. In relation to its income, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 66 To improve further the standards of work and the quality of education provided, the governing body, headteacher and staff should:
- 1) Raise standards in English, mathematics and science throughout Years 1 to 6 by ensuring that:
 - all teachers plan consistently for different groups of pupils;
 - coordinators rigorously analyse standards and regularly monitor samples of pupils' work alongside teachers' planning;
 - there is consistency in the quality of teachers' marking and their expectations of pupils' presentation of work and care of books;
 - the full curriculum is taught and sufficient time is allowed for science.

(Paragraphs 1-7, 10-11, 18, 21-22, 24, 26, 27, 29-30, 32, 37, 42-44, 49, 53, 54, 55,65, 69, 70, 76-78, 81-88, 89-93, 94-101)

2) Raise standards in information and communication technology by ensuring that:

- all elements of the curriculum are resourced, taught and rigorously monitored;
- all subject planning includes opportunities for the use of information and communication technology;
- there are regular assessments and planned development in pupils' skills from Year 1 to Year 6.

(Paragraphs 9-10, 18, 25-26, 32, 57, 59, 63-64, 93, 100, 110, 116,120, 121-126, 129,139,)

3) Raise standards in design and technology by ensuring that:

- sufficient teaching time is allocated in each class;
- all elements of the programme of study of the National Curriculum are resourced and taught;
- there is a clear plan of how pupils' skills are developed from Year 1 to Year 6 in each element of the subject.

(Paragraphs 9, 25-26, 55, 57, 64, 109-111, 119)

4) Improve the provision for pupils with special educational needs by ensuring that:

- coherent systems and clear criteria for determining which pupils receive specific teaching support and how support staff are deployed;
- all teachers plan specifically for their needs and match their planning to pupils' individual education plans;
- the coordinator is enabled to monitor and rigorously evaluate the impact of resources and expenditure on pupils' achievement.

(Paragraphs 13, 21, 28, 44, 49, 61, 63, 112, 115, 117,121, 129, 134, 136)

5) Improve provision for pupils with English as an additional language by ensuring that:

- assessments of pupils' levels of fluency in English guide the provision and the allocation of resources;
- there is rigorous analysis of the attainment and progress of pupils according to ethnicity to address any patterns of underachievement;
- all teachers and support staff receive training in supporting bilingual learners and planning to meet their needs;
- the coordinator has a strategic role and time to develop and monitor practice and rigorously evaluate the impact of expenditure on pupils' achievements.

(Paragraphs 2, 4, 6, 13, 22, 30, 44, 56, 59, 62, 67-72, 74-78, 81, 89, 98, 117, 129, 134, 136)

6) Raise attendance levels by:

- reducing levels of authorised and unauthorised attendance;
- continuing to rigorously monitor identified individuals with unsatisfactory attendance records;
- reviewing procedures to see if any improvements can be made.

(Paragraphs 17, 45)

7) Improve subject coordinators' monitoring and evaluation by ensuring that:

- there is a clear definition of the coordinators' role and its responsibilities for monitoring and reporting on standards, and the quality of teaching and learning and ensuring improvement;
- there are standardised strategies for analysing and evaluating pupils' achievement with feedback to teachers on how to improve standards;
- there are clear systems to evaluate the quality of teachers' planning, their systematic development of pupils' skills and knowledge and use agreed marking and assessment strategies effectively;

(Paragraphs 21-22, 49, 53, 55-56, 61, 88, 99,101-2, 108, 120, 121, 126, 130-131, 136, 141)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan.

- ensure pupils who are withdrawn from class work to do other work or activities do not miss the essential teacher input or regular access to the same lesson.

THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

- 67 Since the last inspection there has been a significant increase in the number of pupils who are learning English as an additional language. There are currently a total of 179 pupils, 79 of whom are assessed as at the early stages of language acquisition. On entry to school, pupils have a wide range of attainment. Some pupils enter the school, both in nursery, and at various points in their schooling, with limited understanding or experience of English. The majority of pupils who are at the early stages of English acquisition are concentrated in the nursery, reception and Years 1 and 2. The main first languages spoken are Yoruba, Turkish, Vietnamese, and French; although a total of 35 different languages is spoken. This makes the provision of bilingual support more difficult.
- 68 Since the last inspection there has been a 50 per cent increase in the number of pupils for whom English is not their first language. However, the level of funding has stayed the same. One hundred and forty one pupils are identified by the school as being in receipt of additional support through the 'Ethnic Minority Achievement Grant Funding', which is sufficient to fund the equivalent of a part time teacher for two and a half days each week. This is provided by the teacher employed as the coordinator for the provision for pupils with English as an additional language. The current level of support is limited in relation to identified pupil need, especially in the Foundation Stage of learning and at Key Stage 1. The overall effectiveness of the provision and the systems to determine and address any underachievement has a crucial role to play in helping the school to raise standards. There are strengths in pastoral care and support, but weaknesses in strategic planning, which make the provision unsatisfactory overall.
- 69 The policy makes the school's aims very clear. The school's ethos supports pupils well; all pupils, including refugees and asylum seekers are fully accepted and valued. They are welcomed and helped to feel secure and take part in all school activities. All pupils enjoy very good relationships with the staff and with other pupils. This aspect supports pupils' progress and their personal development well. The school does not have a written policy for monitoring and promoting race equality. This has been delayed due to staff absence. The school makes some effective use of opportunities to reflect, build on and promote the very rich cultural heritage of pupils attending the school, for example through the curriculum and through extra curricular activities, including an annual international celebration.
- 70 There are too few opportunities where pupils are encouraged to speak and write in their first languages and few staff employed in the school speak community languages. Some teachers demonstrate a clear understanding of teaching of bilingual learners, particularly in the nursery and reception. However, most teachers give too little attention to emphasising and explaining new vocabulary, developing pupils' speaking skills and planning specific work that matches their needs. There is some lack of appreciation of teachers' responsibility for ensuring that all of their teaching takes into account pupils' diverse needs. They rely too heavily on the untrained learning support assistants and classroom assistants to re-explain what pupils are to learn and to do during the lesson.
- 71 Pupils' needs are assessed promptly when they join the school to determine and record their stage of English acquisition. All staff have received some recent training on assessing pupils' levels of fluency in English, and indications are that this has been effective. However, this information is not used to guide the provision and the allocation of resources, and, as a means of monitoring and checking individual pupils' progress. The school analyses the attainment and progress of pupils according to ethnicity in order to determine whether there are any patterns of underachievement that need to be addressed but this is not sufficiently rigorous. Therefore, the school is not using any of its grant funding or other resources to this end.
- 72 A key weakness of the provision is the role and status assigned to the coordinator for English as an additional language. The assigned role is largely one of supporting pupils in class lessons, and teaching pupils with the greatest need in withdrawal sessions. There is insufficient use of the

coordinator's very clear educational direction and expertise to work alongside teachers. The role is not sufficiently strategic and does not carry enough responsibility for deciding or influencing who receives additional support, how additional funding is used or for monitoring the overall quality of provision including teaching and learning and judging its impact on pupils' progress. Consequently classroom support and teachers' practice is too inconsistent, and of variable quality, to assist the school in raising standards.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	85
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	12	32	29	5	0	0
Percentage	2	14	38	34	6	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. The observation times of five lessons (six per cent) were too short to be graded.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	50	405
Number of full-time pupils known to be eligible for free school meals	0	200

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	15
Number of pupils on the school's special educational needs register	3	97

English as an additional language	No of pupils
Number of pupils with English as an additional language	179

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	68
Pupils who left the school other than at the usual time of leaving	100

Attendance

Authorised absence

	%
School data	3.7

Unauthorised absence

	%
School data	3.2

National comparative data	5.6
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National comparative data	2.7
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	32	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	18
	Girls	25	25	29
	Total	39	39	47
Percentage of pupils at NC level 2 or above	School	70 (67)	70 (65)	84 (85)
	National	80 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	17	22
	Girls	25	26	27
	Total	40	43	49
Percentage of pupils at NC level 2 or above	School	71 (69)	77 (76)	88 (69)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	27	19	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	19
	Girls	14	10	13
	Total	29	25	32
Percentage of pupils at NC level 4 or above	School	63 (31)	54 (22)	70 (31)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	14	13
	Girls	8	7	9
	Total	18	21	22
Percentage of pupils at NC level 4 or above	School	39 (33)	46 (26)	48 (30)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	22
Black – African heritage	101
Black – other	10
Indian	0
Pakistani	1
Bangladeshi	3
Chinese	7
White	162
Any other minority ethnic group	14

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	20
Number of pupils per qualified teacher	20
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	21
Total aggregate hours worked per week	357

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	24
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	12

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	12
Number of teachers appointed to the school during the last two years	5.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		1
Black – African heritage	4	
Black – other	3	
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	7	
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000/01
	£
Total income	1,437,937
Total expenditure	1,399,440
Expenditure per pupil	3,110
Balance brought forward from previous year	155,560
Balance carried forward to next year	194,057

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	455
Number of questionnaires returned	135

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	20	1	1	1
My child is making good progress in school.	64	33	2	1	1
Behaviour in the school is good.	47	35	10	2	6
My child gets the right amount of work to do at home.	43	38	8	7	4
The teaching is good.	64	31	2	1	1
I am kept well informed about how my child is getting on.	61	31	6	1	1
I would feel comfortable about approaching the school with questions or a problem.	68	28	2	0	1
The school expects my child to work hard and achieve his or her best.	70	29	1	0	0
The school works closely with parents.	60	33	4	1	1
The school is well led and managed.	57	33	3	0	7
The school is helping my child become mature and responsible.	56	39	4	0	1
The school provides an interesting range of activities outside lessons.	36	35	15	4	10

Percentages do not add up to a hundred due to the rounding up of figures.

Twenty one parents attended the pre inspection meeting. Nine parents submitted comments with their questionnaires. The return rate for questionnaires was 30 per cent.

Other issues raised by parents

Parents raised additional points either at the parents' meeting or through comments on the questionnaires. They praised the friendly welcoming atmosphere which ensures children like coming to school; the promotion of a harmonious, multicultural and multiracial school and pupils' attitudes to learning, school, and each other. Some parents expressed concern about the amount of challenge provided for pupils that are more able and the progress pupils make.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 73 Children start school part time in one of the two nursery classes at the age of three. They transfer full time to reception classes in September and January according to when their birthdays fall. For most children nursery is their first pre school experience and many children are at the very early stages of learning English. Staff have good strategies to make parents and children welcome. There are good informal opportunities for parents to talk to staff at the start and end of each session. This promotes very good relationships and helps children settle and feel secure. Nursery staff informally assess children's knowledge and skills. During their first term in the reception classes, teachers formally assess children's knowledge and skills using the local authority baseline assessment. Children's knowledge and skills are very low in relation to expectations for children of this age.
- 74 The curriculum for children is broad and well balanced. It is planned according to their needs. Teachers make good use of national guidance on the steps in children's learning to plan activities and to assess children's knowledge and skills. There are regular assessments throughout the week by teacher and support staff. This helps all staff to know the children well. All staff work together very well and form a very good team. There is a clear sense of identity in the Foundation Stage and good levels of knowledge and expertise in work with young children. The issue of additional classroom support to reception teachers has been addressed, as has the lack of outdoor play resources. There has been satisfactory improvement since the last inspection. However, the area has changed and the proportion of children with specific language needs has increased. Children come into nursery and reception speaking a wide variety of first languages and there are insufficient additional resources to support the staff in helping children learn English more quickly.

Personal, social and emotional development

- 75 There are clear routines and expectations in the nursery and reception classes, which ensure children settle in well and gain independence. Teachers explain routines carefully and ensure that children feel secure. Staff organise equipment so it is easily accessible and this ensures children select activities without needing assistance from an adult. Children listen to staff and develop good relationships with each other and all adults. They happily work together and share equipment well. The special needs coordinator helps teachers assess children's needs. More able children and those with special educational needs are identified early but there is very little identified help available. The school provides some good quality part time support to children with significant needs in reception. When support is available the children have good access to the curriculum but at other times, learning is limited without one to one supervision. Staff do well to manage the behaviour of these children. Teachers ensure children with English as an additional language understand routines and provide picture labels to help them recognise equipment and match words to pictures. The quality of teaching is good and ensures children have positive attitudes to learning, work hard and behave well. Good quality teaching ensures children make sound progress and gain confidence. By the end of the reception year children attain the Early Learning Goals.

Communication, language and literacy

- 76 A wide variety of activities and good modelling of language by staff helps children gain in confidence in speaking to adults and to the class. In the nursery, they speak quietly but gain confidence over time. In the reception classes, they speak clearly and listen well to the teacher. Teachers use effective signs and signals as well as repeating words and actions to ensure children with English as an additional language follow what is happening in the class sessions. There are good opportunities in nursery to promote an interest in early mark making. These develop well and in reception, some children learn to form their letters well and most write legible letters under the

teachers' writing. Attainment in children's written work upon entry into Year 1 is extremely variable, in particular the written work produced by pupils with English as an additional language and those with special educational needs. It ranges from pupils making meaningful scrawls on paper to those who can produce two or three sentences to form a short story, with few mistakes. Teachers provide good opportunities for children to develop their writing skills by ensuring resources are always available. Teachers choose stories well and use a wide range of strategies to help children learn the meaning of words. For example, in a nursery story session children physically experience some of the situations of the story 'I am going on a bear hunt' by walking through paper grass and a tray of mud. In reception, this is developed further by linking the ideas of under, over and through to physical activity in an apparatus lesson. This, coupled with the teacher effectively modelling actions, helps children understand the language. Constant repetition of story and key words by teachers helps children learn well. By the time children reach the end of the reception year, they recognise initial sounds and handle books well. Most recognise that words have meaning and are beginning to read simple books. The quality of teaching is good and promotes good listening skills and positive attitudes to reading and writing. Children make good progress in their communication skills but remain well below the expectations of the Early Learning Goals by the end of reception.

Mathematical development.

- 77 In nursery and reception classes there is a strong emphasis on oral number games and rhymes. In nursery this helps children recognise numbers and enables them to count confidently to five, and some to ten and beyond. They recognise shapes and distinguish between rectangles and squares. Children's understanding and recognition of number increases in reception with focused teaching, for example, children count on using a number line in two's and three's and can confidently count forwards and backwards. The quality of teaching is good and there is a strong focus on developing children's mathematical vocabulary. All children including those with special educational needs and English as an additional language make good progress in their understanding and recognition of number and learn a range of mathematical vocabulary such as small, medium and large. Staff help children gain confidence and learn specific vocabulary by explaining words and using visual clues. Starting from a very low base they are still well below the expectations of the Early Learning Goals by the end of reception.

Knowledge and understanding of the world

- 78 Children have limited general knowledge of the world around them and do not always have the language to express what they know. Teachers make good use of the outdoor play areas to extend their experience of the world around them. Staff talk with children and encourage them to grow plants and look carefully at creatures they find in the garden areas. Children use magnifiers to look carefully and know that these enlarge what they see. Reception children identify a range of small creatures they capture and recognise names for spiders, worms and ants. Teachers reinforce vocabulary effectively by using it in other sessions, for example, linking physical activity to creating an ant trail and taking food back to the nest. The quality of teaching is good, extends children's knowledge, and encourages their desire to investigate and learn. All pupils including those with special educational needs and English as an additional language make satisfactory progress in their learning. Because staff help the children learn by asking questions and helping them use the specific vocabulary to explain what they see. By the end of reception children's knowledge is well below the expectations of the Early Learning Goals.

Physical development

- 79 Children handle small equipment and tools successfully and are developing satisfactory control of pencils and scissors. They control a range of wheeled toys successfully. They are developing some awareness of others and how to play safely. They have good opportunities in both nursery and reception to explore climbing equipment in the outdoor play areas. Children confidently run, jump, balance and climb. In reception there are good, very well designed opportunities to use a range of equipment in the hall but there is a limited amount of equipment that is a suitable size.

Teachers make very good use of what is available. Reception children are confident in the use of a large space. The quality of teaching is good and promotes children's physical development well. In a very good lesson in reception the teacher provided stimulating experiences to promote physical and language development. The teacher demonstrated highly effective management of children, very clear expectations and very good planning which drew together ideas and vocabulary for stories and learning about mini beasts, making the children's physical activity real and relevant. Children enjoy physical activities and respond well to teachers' instructions. Over time, children develop their physical skills well and make good progress in their learning. By the end of reception children attain the Early Learning Goals.

Creative development

- 80 Creative play equipment is well organised and accessible. There are very attractive role play areas in both nursery and reception classes. Children are surrounded by a stimulating environment and enjoy creative activities such as making creatures from play dough. All staff show an enjoyment and enthusiasm for singing which children respond to. Singing and nursery rhymes are a regular feature of each day and repetition of familiar songs aids children's language development. Reception children have clear favourites and enjoy singing while waiting to be collected by parents. They increase in confidence over time and through practice, remembering a selection of simple songs. They sing these tunefully from memory. Staff are confident and enjoy encouraging the children to use a variety of materials. Staff use questioning and discussion well to develop and extend children's vocabulary. The quality of teaching is good and ensures good learning. By the end of reception they meet the expectations of the Early Learning Goals.

ENGLISH

- 81 Pupils' speaking and listening skills upon entry into Year 1 are well below average, with a significant number of pupils with English as an additional language having a limited exposure to the English language at home. This often continues throughout the whole time they are at school, though most pupils become bilingual by the time they are 11. The majority of pupils in Years 1 and 2 are good listeners, though some pupils with English as an additional language become a little restless when they do not understand what their teachers are saying. Teachers use good questioning skills, and try to ensure that all pupils make an active contribution to oral activities. Simple role play activities are effectively used to promote pupils' speaking and listening skills, both within English and other subjects. For example, in a Year 2 history lesson, pupils asked well structured questions to a young boy, in the role of Samuel Pepys, about his experiences during the Great Fire of London. Despite this good provision, many pupils including those with English as an additional language and those with special educational needs still find it difficult to articulate their ideas at length and speak in clear extended sentences. Attainment in speaking and listening by the time pupils are seven is below average.
- 82 Pupils continue to improve their oral skills as they move through Years 3 to 6, with regular opportunities for them to work in pairs and small groups in discussing their work. Some teachers are quite demanding in their questions to pupils. They challenge pupils' initial responses and encourage them to speak in more detail and at length. Occasional opportunities are provided for pupils to develop their oral skills through role play activities and small dramatic performances for school assemblies. A very good example of role play in Year 6 enabled pairs of pupils to take on the role of the two main characters in the story they were studying. The activity was quite challenging, with the teacher encouraging the pupils to focus on their emotions and feeling, rather than simply conveying information. By the time pupils are 11, most pupils are confident in their ability to talk in an informal manner to their friends, teachers and visitors. They are less secure in their ability to structure their ideas and opinions in a logical manner, and speak at length in anything like a formal situation. Pupils' standards in speaking and listening at 11 are just below average.
- 83 Many pupils arrive at school with a limited access to, and knowledge of, books. Despite this, pupils make good progress in their reading skills, with additional support being given to pupils with

identified reading difficulties. Teachers place an appropriate emphasis on the development of phonic skills, and use a structured reading scheme to good effect. The sharing of enlarged texts and guided reading activities during the literacy hour enable pupils to achieve well in relation to their prior learning, both in terms of their technical reading skills, and their reading for understanding. The home school reading links make a positive contribution to pupils' progress in reading. Although about three quarters of pupils have a reading age in line with their chronological age by the time they are seven, overall reading standards remain below average. Pupils continue to make satisfactory progress in their reading as they move through Years 3 to 6. They read a good range of stories, including pre twentieth literature, though there are missed opportunities for pupils to read poems and stories from other cultures. A number of more able pupils have good reading skills. They read regularly at home, borrow books from local public libraries and receive books as gifts. In contrast to this, many pupils read very little outside school and a number of pupils lack expression and fluency in their reading and have problems in fully comprehending the characters, storylines and issues in the books they read. The school responds to this issue well by providing well guided reading activities outside the literacy hour, ensuring pupils regularly select books from the school library, and providing regular opportunities for pupils to engage in silent reading activities. Pupils' standards in reading at 11 are below average.

- 84 Teachers have high expectations of all pupils, irrespective of their ability or English language acquisition, and provide regular opportunities for pupils to develop their handwriting skills and basic English skills, and to write in different ways. Pupils write for a range of purposes, for example, writing accounts of events in their lives, simple poems, retelling stories and writing letters. Pupils achieve well in relation to their prior learning, though attainment by the time they are seven remains below average. Pupils make satisfactory progress in their written work as they move through Years 3 to 6. They produce a good range of written work, and write for different purposes. They write in different styles, and with a number of audiences in mind. For example they produce a good range of poetry, newspaper reports, book and film reviews. They write diary entries, instructions, stories, informal and formal letters of complaint, descriptive and imaginative pieces of writing. More able pupils write extended pieces with few mistakes. Although pupils plan their work well there are too few opportunities for them to redraft their work in order to improve it. As a result, less able pupils have too few opportunities to learn how to improve their work. More able pupils are not challenged to improve sentence structure and style, write in more detail and at greater length or to use more imaginative and descriptive language.
- 85 Handwriting and presentation is extremely variable due to differences in teachers' expectations. Where teachers have high expectations most pupils produce good handwriting and well produced work. However where teachers' expectations of presentation are too low, a significant number of pupils take little care and produce carelessly written work that passes unchallenged. There is good use of pupils' writing skills in history, geography and religious education. However, pupils' word processing skills make little contribution to the development of their writing skills. Pupils' overall attainment in English at 11 is well below average.
- 86 The quality of teaching is satisfactory. Lessons are well planned and organised, with teachers having good basic teaching and very good behaviour management skills. This promotes effective learning in most lessons by ensuring positive attitudes towards work, good behaviour, and sustained concentration. The school has responded well to the introduction of the National Literacy Strategy. Lesson objectives are not always shared with pupils with the result that they do not always understand why they are doing the activities or what they are to learn. Some teachers do not always review the lesson objectives at the end of lessons to see if they have been achieved, and opportunities are lost for pupils to share and celebrate what they have learned. Teachers provide pupils with an imaginative range of activities, though they are too often the same activities immaterial of pupils' ability or language skills. This takes insufficient account of pupils' varying needs. Teachers and learning support assistants provide good support that enables pupils with special educational needs to make satisfactory progress. Teachers do not plan sufficient specific work to respond to the targets in these pupils' individual education plans. More able pupils are insufficiently challenged. Teachers use praise effectively to raise self esteem and pupils' confidence in their abilities and this aids learning. Very good relationships and mutual respect between teachers and pupils creates a positive learning environment.

- 87 Where teaching is good or better teachers show enthusiasm for the subject and ensure pupils understand fully what they are doing and why, including how this will help them develop skills. They give timed targets for individual activities, and ensure that the lesson moves along at a brisk pace. These teachers often provide pupils with the opportunity to explore all aspects of the English curriculum within a single lesson with each activity supporting and extending the other. They also use the plenary session effectively to check what has been achieved, and to share and celebrate pupils' work. All this contributes to an active and rigorous working environment, where pupils work willingly and hard to achieve and to please the teacher with their good work.
- 88 The school uses a good range of documentation to guide teachers in their planning. The subject coordinator has put into place a satisfactory range of assessment and recording procedures. However, there is inconsistent use by a number of teachers. Although pupils' work is regularly marked and corrected, pupils do not correct their own errors and they do not learn by rectifying their own mistakes.

MATHEMATICS

- 89 Standards in mathematics are below average at the end of Year 2 and well below average at the end of Year 6. From a low starting point, pupils make satisfactory progress as they move through the school. Pupils with special educational needs and those with English as an additional language make satisfactory progress over time. Standards in Year 2 are now lower than they were at the time of the previous inspection, but remain at the same level in Year 6.
- 90 Basic skills of numeracy develop steadily as pupils move through Years 1 and 2. In Year 1, most pupils put numbers into their correct order and count forwards and backwards using numbers between one and 20. They correctly add and subtract single digits, and double and halve simple numbers. In Year 2, they double larger numbers, such as 15, and round numbers to the nearest ten. The important skill of recognising and using patterns of numbers is carefully developed. For example, pupils identify the rule used to place numbers in sequence first and then extend the sequence. About three quarters of pupils can do this with some confidence, while about a third are both quick and accurate.
- 91 By Year 3, most pupils competently use their knowledge of the two, three and five times tables to multiply and divide simple amounts. Year 4 pupils move on to additions involving decimals, such as sums involving money. Most correctly calculate the answers to multiple additions of three digit numbers. In both of these year groups, satisfactory emphasis is placed on developing the core skill of estimation, and as a result, pupils have a reasonable idea of whether or not their answers are likely to be correct. Attainment is below average in Years 3 and 4, but it is very low in Year 5. The school has identified this year group as a concern and has worked hard to raise attainment by, for example, providing extra adult helpers. Teachers in the Year 5 classes are skilled in providing achievable challenges for most of their pupils, but there are still shortcomings in the quality of marking and the use of corrections. In Year 6, most pupils are accurate when adding or subtracting four digit numbers. They use their knowledge of multiplication tables effectively in simple long multiplication calculations involving the multiplication of three or four digit numbers by two digits. By the end of Year 6, most pupils are working at a level more normally seen at the end of Year 5.
- 92 Overall, the quality of teaching is satisfactory. It is good in Years 1 and 2 and satisfactory in Years 3 to 6. In Years 3 to 6, and particularly in Year 6, teachers in some of these classes do not always ensure that the work provided for pupils is well matched to their level of attainment and provides a suitable level of challenge. In many lessons, pupils are all given the same basic work to do, regardless of ability. Pupils of lower attainment work with learning support assistants and, with their help, manage some of the set tasks, even though these do not always relate to the targets for learning set out in their individual education plans. More able pupils are not challenged enough and appear to complete their work with ease. Marking does little to point out what pupils need to do to improve and there is limited evidence of corrections of work being used as a tool for improvement. In most classes, expectations of the presentation of pupils' work are low, and in some instances poor presentation results in mistakes because work is incorrectly set out. In some instances,

teachers do not take enough consideration of the fact that many pupils have difficulty in remembering what they have learned in earlier lessons. When this happens, not enough time is spent on revising previous learning so that it can be used as a basis for the new activity planned.

- 93 In all classes, teachers have high expectations of pupils' behaviour. Pupils respond well to these expectations and the result is that a good atmosphere for learning is created. All pupils are able to work without disturbance from others; they work well together in small groups and generally sustain good levels of concentration. Teachers work together well in their year group 'pairings' to ensure that their pupils cover the same areas of the curriculum. However, in all classes, teachers do not yet make full use of information and communication technology to support work in mathematics. A lot of data is produced to provide information about pupils' attainment, and this data is used to track the progress made by individuals or groups of pupils. However, plans of action based on analyses of the data lack sufficient rigour and depth to raise expectations and standards significantly.

SCIENCE

- 94 Attainment in science is below average overall for both the pupils aged seven years and eleven years, as it was at the time of the previous inspection. This is mainly because the time given for teaching science is lower than average, so that learning in some topics is not developed in sufficient depth. In addition, work is not always adapted for pupils' varying abilities, with the result that some are not achieving their potential. The school is aware of these issues and is taking positive steps to raise standards.
- 95 From a low start, pupils in Year 1 and Year 2 are making good progress. A strong emphasis on the use of scientific language by teachers contributes to this good learning. In Year 1, pupils name a good range of the outside parts of the body as well as those of a plant. By Year 2, teachers ensure pupils use words like 'reproduce' and 'life cycle' with their observations of seeds and seedlings to help them understand that growth is part of a cycle. Pupils talk keenly about how they had made bulbs light with wires and batteries, or used a 'push' to make something move.
- 96 Progress for pupils aged seven to eleven years is satisfactory overall but is more variable. Pupils make steady progress in developing skills of scientific enquiry. Pupils in Year 3 complete planning sheets for investigative work and refer to fair testing in experimental work measuring sunflower growth. By Year 5 pupils suggest reasons why some materials might be better thermal insulators than others, in their conclusions to an investigation. There is insufficient use of graphs or charts to represent their findings and there are too few opportunities for older pupils to interpret graphs. Year 6 pupils have a reasonable understanding of healthy eating and name parts of flowering plants. They are less knowledgeable of the reasons for day and night or length of the year, or of methods of separation of materials. This situation arises because too little time is available to cover all aspects of the curriculum in sufficient depth. In some cases teachers do not set work at an appropriate level. For example, series and parallel circuits were studied in Year 4, whereas in Year 6 experiments, about 'which circuit makes a bulb brighter' seemed only to involve increasing the number of cells in the circuit, and lack sufficient challenge.
- 97 Pupils with special educational needs and those for whom English is an additional language make similar progress to other pupils, mainly because of the extra help they receive from the staff who support them through explaining the task, discussing observations, asking questions or controlling behaviour. Pupils identified as gifted or talented have been involved in a valuable project involving investigative work in conjunction with a local college. However, teachers do not plan specific work to challenge more able pupils to broaden or deepen their knowledge of a topic.
- 98 The quality of teaching is satisfactory. A particular feature of the good and very good lessons is teachers' very good management of both pupils and activities. Year 1 and Year 2 teachers promote the use of scientific vocabulary to enhance learning very successfully. For example, Year 2 pupils enjoyed a game called 'guess what property I am sorting the materials by' and responded with words like 'flexible', or inflexible, which could then be demonstrated directly for a particular material by the teacher. This gave particular help to those pupils who have English as an additional language. Year 4 pupils made very good gains in their learning when discovering the ways that

sounds are made because the teacher made swift transitions between demonstrations, class activities and written activities, all of which were focused on the lesson objective and set at a level accessible to the pupils.

- 99 In good lessons teachers planned activities to suit the needs of pupils, for example, in Year 5 teachers plan extension activities for more able pupils to deepen their knowledge about forces. As a result, a gifted pupil made sensible predictions about the next stage in learning. Pupils are sometimes excitable in practical lessons and teachers give firm and regular reminders about taking turns, which develops pupils' social skills. In Year 6, the teacher's lively and timely interventions and good relationships with the class promoted an interested response and good behaviour from pupils when they were relating the elements of foods to their uses in the body. In satisfactory lessons teachers do not plan sufficiently for the range of pupils' needs, which means that some pupils do not access higher levels. The coordinator has just developed a comprehensive document showing the progressive development of skills knowledge and understanding for each topic. There are 'target levels' for three ranges of ability for each section of every topic to help teachers target their science teaching towards the needs of pupils more easily. Teachers' planning is now monitored by the coordinator and effective feedback given.
- 100 Teachers ensure that science is taught in familiar contexts and they make good links to other subjects. Discussions and recording in science provide many opportunities for pupils to develop literacy skills. There is insufficient use of information and communication technology, for example, in drawing graphs and charts, or research work. Assessment procedures are satisfactory but record the minimum. Recording consists largely of classroom observations or marking of practical work. Simple tick sheets identify whether or not individuals have achieved knowledge and understanding of an objective, or have been successful in a task. In Year 2, teachers successfully assess whether pupils could group materials according to type and to property. The quality of teachers' marking is too variable. Better quality marking provides pupils with information on how to improve further. However, in some cases there is over generous marking of poorly presented work and some marking of older pupils' work is restricted to ticks. The school lacks a collection of work to guide teachers on accurately assessing standards and quality.
- 101 There is very good leadership and management of development. The recently appointed coordinator has an excellent knowledge of what needs to be done to raise standards. She has worked very hard on developing strategies to do this, for example, raising the profile of science, analysing pupils' national tests results to focus on areas where pupils seem to be less successful, and writing a new science policy. There are displays of pupils' current work on a large board where it is visible to everyone, and the coordinator is building up a useful collection of photographs of practical work, displays and work by pupils identified as gifted to help raise teacher expectations further. Most developments in science are in their early stages, and the impact on standards is yet to be felt in Year 6, as there are too many gaps in their knowledge.

ART AND DESIGN

- 102 Standards in art are higher than those usually seen and there has been good improvement since the last inspection. Then there were issues related to the lack of a useful policy or long term plan to guide teachers in planning work. The committed art and design coordinator has worked hard to address these issues. The school has developed a very well thought out and useful set of termly projects which clearly set out what should be taught and how pupils' skills and knowledge are continuously developed over each year in school. Staff have also had significant training from a local art charity which has enabled them to have 'hands on' experience of materials and different ways of working. This has led to a high level of teacher confidence and skill which in turn has improved standards.
- 103 By the age of seven pupils attain standards above national expectations. Pupils make good progress through Key Stage 2 and by age 11 standards are well above national expectations. Teachers have the confidence and knowledge to discuss the task and demonstrate basic skills such as positioning, size and shape. This helps pupils understand how to look carefully and draw what they see. All pupils have the confidence and a willingness to have a go, make mistakes and

try again. Gifted and talented pupils are identified and produce work of a very high quality. They have specific sessions, such as the visit to Kew Gardens, which challenge their abilities. However, in class no additional expectations are made although the higher quality of their work is accepted, praised and used to help guide others on how to improve further.

- 104 By the age of seven, many pupils have a secure knowledge of basic sketching skills, positioning and enlarging an object. During the inspection they started a set of work focusing on buttons. Pupils watched the teacher's demonstration and listened intently to her instruction. This gave them a clear understanding of how carefully they needed to observe the minute details of their button. They demonstrate a good understanding of pattern, position their drawing well and enlarge their drawing to take account of the size of the paper rather than copying the object. In Year 1, pupils similarly focus on pattern when drawing a range of cups. They struggle to get the feeling of shape and three dimensional form by showing the top of the cup.
- 105 By the age of 11, pupils have successfully developed their observational and drawing skills and produce finely sketched examples of flower shapes. They show a clear appreciation of form and draw complex shapes to give the appearance of three dimensions. Pupils are confident in exploring ideas. They have a clear understanding of gathering visual information for a later design. They confidently express their opinions of William Morris's wallpaper designs and explain how he has used curves and shapes from nature to create a flowing design. They identify elements of style they will use in their own design and have this in mind as they draw a selection of flowers and leaves. In Year 5 pupils are challenged to draw a scene linked to their historical study of the Greeks. Two pupils model for the class. One is seated on a chair while the other reclines on a long seat against a simple screen with two vertical lines. They sustain the pose extremely well while the class comment, much like professional artists, if they dare to twitch. Pupils concentrate intently on what they are drawing and demonstrate a clear understanding of how to use visual clues to position the figures and the furniture. They indicate fold in clothing and shadows. Though the quality of the pupils' work varies, each one has finely observed details of good quality. More able pupils show a confidence in representation that is rarely seen.
- 106 The overall quality of teaching and learning is good throughout the school. The best teaching is characterised by very clear expectations of pupils' behaviour, developed over time, which means that no overt behaviour management is necessary and the lessons proceed at a very good pace. In these lessons in Year 2 and Year 5, the purpose of the lesson and what pupils were learning was introduced at the beginning of the demonstration, re-emphasised during work, and again at the plenary ensuring pupils understood exactly what they did. Where teaching is unsatisfactory behaviour management rather than teacher knowledge is the issue as much time is spent redirecting pupils, resulting in a slow pace. The year group plan provides a good general idea of what the task requires but lacks sufficient detail to provide the background knowledge needed for supply staff to ensure pupils make full use of the materials provided. There were no behaviour management difficulties when supply teachers were teaching classes.
- 107 In Year 5 and Year 6 lessons, teachers demonstrate a very clear knowledge and understanding of the subject. They have high expectations of pupils' behaviour and what quality of work they expect. Pupils live up to these expectations. In one lesson the quality of teaching was excellent, as the very high level of challenge resulted in very good learning about how to use lines in the background and the body shapes, to help position the figures above or below the half way horizon line of the paper. Again, the pupils' substantive teacher had built up very clear expectations of pupils' behaviour and there was a very fast pace to the lesson with no need for reminders about behaviour. The teacher very effectively managed challenging behaviour of some Year 6 pupils.
- 108 The coordinator manages the subject well and has brought about good improvement in standards since the last inspection due to a well designed programme of work and good quality training by outside providers. This has raised teachers' confidence and subject knowledge. Work in art and design is strongly focused on the practical to ensure all pupils have the opportunity to succeed. However, there is insufficient recording of the development of pupils' ideas visually or in written form. There is a lack of consistent use of sketchbooks or an agreed policy on their usage.

DESIGN AND TECHNOLOGY

- 109 Very few lessons were timetabled during the inspection. The very few examples of previously completed work and teachers' assessments indicate that, from a low starting point, pupils make satisfactory progress in Years 1 and 2 but by the end of Year 2 standards of attainment are below national expectations. Pupils in Years 3 to 6 make slow progress in design and technology and, by the end of Year 6, standards are well below expectations. Standards have declined since the time of the previous inspection in 1998.
- 110 There is insufficient time given to the subject and it is about half of what is recommended. Some parts of the National Curriculum programme of study for Years 3 to 6 are not taught, which means that the subject does not meet statutory requirements. For example, pupils do not experience the use of cams, or of hydraulically, pneumatically or electrically powered mechanisms more usually associated with pupils' work in Year 6. Equipment and resources for some aspects of the subject are inadequate. The scheme of work has recently been reviewed to reflect the changes made to the National Curriculum and is now being implemented in all classes. It is too soon for there to be an impact on standards because in previous years, pupils' skills, knowledge and understanding have not been developed in a step by step way from Year 1 to Year 6. As a result, Year 6 pupils work at levels normally expected of pupils two years younger. For example, Year 6 pupils make individual pages of a storybook incorporating simple moving mechanisms made from card. The task of making these mechanisms, such as folded hinges and 'sliding' arms, proved to be suitably challenging for the pupils because of their low level of skills. However, work of this type is most usually seen in Year 4. Some projects, such as making models, are taught effectively as an integral part of work in other subjects. In Year 5, for example, pupils successfully develop their skills in designing, making and evaluating when producing well proportioned and carefully detailed models of ancient Greek temples. Similarly, pupils in Year 4 have enriched their study of life in Roman times by making good quality models of houses. However, throughout the school, opportunities are missed to develop pupils' skills in information and communication technology.
- 111 The judgement about the quality of teaching is based on the small number of lessons seen, together with evidence from samples of pupils' work and teachers' planning. The quality of teaching is satisfactory overall. In one of the lessons the quality of teaching was satisfactory and in another teaching was good. In the third lesson, in Year 6, the time allocated was too short to enable a secure judgement to be made. In the best teaching the teacher managed the pupils well, explained the task clearly and had prepared thoroughly. As a result, pupils set to work quickly because they knew precisely what they had to do and had the necessary tools and equipment on hand. In the unsatisfactory lesson the teacher needed to work hard to keep all pupils fully involved because there were not enough activities provided. In addition, shortages of cooking equipment and poor quality tools, such as saucepans, affected the quality of the learning experience for pupils. Pupils with special educational needs and those for whom English is an additional language are fully integrated into activities because of the good quality help provided by learning support staff.

GEOGRAPHY

- 112 The subject is taught at different points in the year and in a number of year groups it was not timetabled for the half term in which the inspection week fell. Only two lessons were available during the week of the inspection. From the scrutiny of pupils' past work and displays and discussions with staff, it is clear that pupils' attainment is in line with national expectations at age seven and eleven. All pupils, including those with special educational needs and those for whom English is an additional language make satisfactory progress. This is a similar picture to that found during the last inspection.
- 113 By the age of seven, pupils identify different aspects of their immediate locality, for example, the types of houses, transport and buildings and the way land is used. They compare these to features of a contrasting locality, like the seaside. They learn about factors that influence people's lifestyles in different countries, such as Gambia. Year 1 and 2 pupils draw simple maps, for

example, to show their route to school and use a computer programme to place the names of countries on a map of the United Kingdom. Pupils' books show positive attitudes and a pride in the work.

- 114 By age 11 pupils have a secure knowledge and understanding of geography and a sound grasp of key geographical skills, including map skills. Pupils learn, for example, to interpret different types of maps, charts and symbols. They understand key features of contrasting locations and their climatic and physical features. There is less evidence of recorded work in geography in Year 6 than in other year groups and it is poorly presented, unlike that of other year groups.
- 115 The teaching was good in one lesson and satisfactory in the other lesson. Where the teaching was good the teacher quickly recapped on what pupils had previously learned from a walk around the immediate locality and clearly explained the quite different and distinct focus for the walk they are to do now. Pupils discussed what they saw with the teachers and the learning support assistant throughout the walk, and when working back at school. This helped all pupils, including those at the early stage of English acquisition, to learn well. In the other lesson in the upper school, teaching had a number of good features including high expectations of pupils and some good questioning. However, the teacher did not ensure that all pupils kept up with the work and participated, in particular those pupils with special educational needs or who are at the early stages of English acquisition.
- 116 Teachers make good use of the relevant links between geography and subjects such as history, religious education and art and design. Work in geography also provides some good opportunities to practise pupils' skills in reading and writing and some sound opportunities to apply pupils' numeracy skills. However, insufficient use is made of information and communication technology. The subject contributes well to pupils' spiritual, moral, social and cultural development but there are missed opportunities to draw upon the pupils' very rich and varied ethnic diversity, and reflect and build upon pupils', parents' and the wider community's backgrounds and experiences.

HISTORY

- 117 The good quality history provision found at the time of the last inspection has been maintained. Pupils attain standards that meet national expectations by age seven and eleven. Most pupils, including those with special educational needs or English as an additional language, achieve well in history.
- 118 By age seven, pupils identify some key features of the Victorian era. They know about the typical homes of the time and equipment used for laundry and cooking. They have a secure understanding of how things change over time through work on their personal history. Pupils gain a good understanding of the importance and significance of famous people from the past, for example, Guy Fawkes and Samuel Pepys. They ask sensible questions including those they might put to Guy Fawkes were they to meet him, for example, 'Why did you want King James to die?' and 'Why did you go to the Houses of Parliament?' By the age of 11 many pupils have a secure knowledge of the historical periods studied, for example, the Romans, Tudors and Ancient Greeks and Egyptians. They make connections between life and events in the different periods studied and this aspect is also supported well through the use of time lines that are displayed in each classroom. Pupils have a sound understanding of the differences between primary and secondary sources of evidence and information.
- 119 The quality of teaching and learning is good throughout the school. Where the teaching is good or better the teachers question pupils to ensure they all understand and match the tasks they give them to their abilities. For example, Year 6 pupils gained much insight into life since the 1950s listening to a visitor's first hand account of the Queen's Coronation celebrations and about life at that time. They were very keen to ask questions and this was handled well by the teacher. This aspect of teaching is inconsistent across the school. Sometimes teachers miss these opportunities and, occasionally tend to dismiss pupils' questions. In the lesson where the teaching was unsatisfactory, the teacher was poorly prepared. Many pupils could not read the text or follow up questions and the teacher did not assist them by reading or discussing the content of the work

with them. Consequently, most pupils made limited progress. Teachers make very good use of the relevant links between history and other subjects such as geography, religious education, art and design, design and technology. This helps to make pupils' learning in history particularly meaningful and promotes good attitudes to their work and they take pride in their written work. It also helps pupils, particularly those pupils with additional needs, to access the curriculum. In some lessons, pupils are withdrawn from class work to do other work or activities and they miss much of the essential teacher input. When they rejoin the lesson the instructions have to be repeated and this slows the pace of the lesson disrupting the learning. Learning support assistants provide sound support for pupils, although several teachers rely too heavily on them to match the work to individual pupils' needs.

- 120 The subject makes a good contribution to pupils' spiritual, moral, social and cultural development but there are some missed opportunities to reflect pupils' very diverse cultural heritage and backgrounds and their past contributions. There are some good opportunities to practise pupils' skills in reading and writing but there is insufficient use of information and communication technology for gathering and recording information. Simple assessment procedures determine pupils' level of skill against the learning objectives of the lessons. The coordinator manages the subject well. She supports the staff, monitors teacher's planning and scrutinises pupils' work but has not monitored teaching to identify and address any weaknesses.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 121 Standards in information and communication technology are below average for both pupils aged seven and aged eleven years, as they were at the time of the previous inspection. Insufficient use of information and communication technology in all subjects fails to develop or extend the skills pupils learn in information and communication technology lessons, and overall their progress is unsatisfactory. Pupils for whom English is an additional language and those pupils with special educational needs make similar progress to other pupils. The curriculum does not meet the statutory requirements of the National Curriculum as the school lacks some programs and equipment. The coordinator is aware of this issue and already has plans to address the situation.
- 122 Recent and commendable development in the subject means that pupils often achieve well in lessons, but it is too early to see the impact on the gradual development and improvement in pupils' skills from Year 1 to Year 6. Older pupils have had limited opportunities to build up their skills coherently over the years. For example, Year 1 pupils present, organise and communicate information through simple bar charts to show their favourite party foods and use graphics to draw pictures of the 'Three Bears.' Many Year 2 pupils save and retrieve their work and use colour for drawing and for text. However, Year 6 pupils learn to insert pictures into text, a skill that is usually learnt at an earlier stage. The level of pupils' skills is affected considerably by whether or not they have the use of a computer at home or access to a computer outside school.
- 123 Pupils use information and communication technology for a variety of purposes. Year 1 pupils give several instructions to very simple programmable robots, and Year 5 make a database of information about countries of the world. Year 6 pupils understand how the internet is used for research, but they do not know how to share ideas with others using electronic mail, or choose the best questions to use when using a computer based encyclopaedia. Pupils enjoy using computers, and are keen to practise when they have the opportunity. Moments of spirituality occurred when Year 2 pupils were amazed and delighted when a word they had been searching for in an interactive dictionary appeared on the screen accompanied by pictures. Similarly, pupils in Year 1 were enthralled when their teacher gave instructions to a robot and it moved the right way. Availability of equipment means that sometimes pupils have to share or patiently wait their turn. This aids their social and moral development more than their skill development. Staff use information and communication technology to give titles or notes to work on display but there is insufficient evidence of pupils' use of information technology on display or in their books.
- 124 The quality of teaching in information and communication technology is satisfactory. A feature of very good lessons is teachers' very skilful management of pupils and activities. A teacher successfully overcomes the limitation of a single computer and creates a lively and interesting

lesson teaching pupils how to use an interactive dictionary and involving as many pupils as possible. Pupils reinforce these new skills at other times recording when they have done so on a chart. The activity promotes pupils' literacy skills by searching for words. Another teacher uses prepared texts on laptop computers for pupils to highlight and edit which enables all pupils to work quickly and successfully in pairs irrespective of differing stages of skill development. All teachers use specific language to ensure pupils extend their vocabulary and use the correct terminology, for example, Year 5 pupils recognise and use words such as 'field' when making a database about countries of the world. In an unsatisfactory lesson, the teacher's expectations were too low and the activities were insufficiently challenging resulting in limited learning. Teachers do not regularly plan for the use of information and communication technology in all lessons, which results in too few opportunities for pupils to practise the skills they teach them in a variety of contexts.

- 125 Information and communication technology is satisfactorily developed through a programme of activities based on government guidelines. The exception is in monitoring and sensing as the school currently lacks the necessary equipment, and therefore cannot teach all the required element of the subject. Termly planning for each year group ensures all pupils have similar experiences and there are regular timetabled lessons to develop pupils' skills. Teachers satisfactorily assess and record whether pupils have attained specific objectives. A strength of the subject is the staff enthusiasm, which has led to increased confidence in using computers. This aided by the availability of a part time technician who helps maintain resources and solve problems.
- 126 The coordinator has a good overview of information and communication technology through monitoring teachers' planning. There is a clear understanding of the strengths and areas for development. The action plan recognises the need to monitor pupils' work alongside teachers' planning and their lessons. The plan identifies strategies to increase staff knowledge of multimedia software and ensure greater use of information and communication technology in other subjects.

MUSIC

- 127 Standards in music meet national expectations for pupils aged seven and eleven and all pupils make satisfactory progress throughout the school. This situation is similar to that reported at the time of the previous inspection. A particular strength of current music provision is specialist teaching for singing in Years 3 to 6, which promotes good quality response.
- 128 As they move through the school, pupils' skills are steadily developed. In Year 2, pupils know the names of a good range of untuned percussion instruments and handle them properly. Working in small groups, they follow a simple composition comprising pictures of different instruments, which they play by taking turns to reproduce simple rhythmic patterns on each of the instruments. In Year 4, pupils listening to a piece of orchestral music identify many of the instruments and then talk about the range of images and moods which the music suggests to them. In Year 6, pupils read simple musical notation and use their own forms of recording to set out their compositions. Throughout Years 3 to 6, a music specialist works with class teachers to develop good expression and phrasing in pupils' singing. In these classes, pupils sing a wide range of songs tunefully and with evident enjoyment. Pupils' skills in reading music and in performing have undoubtedly benefited from the recorder tuition that was previously provided. Unfortunately this has now ceased because the teacher who provided this tuition has left the school.
- 129 The quality of teaching is satisfactory. In the best lessons, teachers skilfully use a variety of techniques to ensure that all pupils are interested and involved. For instance, in a Year 6 lesson in which the pupils were learning about different rhythmic patterns, the teacher closed his eyes and tried to identify patterns clapped by the pupils. This technique resulted in pupils concentrating hard and working together as a class to follow the notation set out on flash cards. There is no specific support for pupils with English as an additional language. Learning support assistants are well deployed by class teachers, and help pupils with special educational needs to play a full part in all activities. Teachers make too little use of information and communication technology. There is insufficient use of use of computer software to help pupils to compose simple pieces of music or to develop their skills in musical appreciation.

130 A good range of activities enriches pupils' musical education. The subject coordinator organises an after school music club where pupils have opportunities to experiment with their own compositions. Music 'workshops' have helped to integrate the subject into other areas of the curriculum. For example, Year 6 pupils have a musical theme linked to their study of life in Victorian times. Visits from performers as diverse as an Indian children's choir, African drummers and a brass ensemble have also helped to broaden pupils' musical experiences. Opportunities for public performance to parents are regularly provided within the school, and a small group of pupils performed in front of a large audience when taking part in a spring 'Musicfest' organised by a group of local schools.

PHYSICAL EDUCATION

131 Physical education was identified as a key issue in the last inspection report. Pupils' standards of attainment were below national expectations throughout the school and the quality of teaching was unsatisfactory. The well informed and enthusiastic coordinator put together an appropriate action plan for improvement which has successfully addressed these shortcomings through providing training for teachers and a clear, well structured long term plan of activities. Good quality teaching in lessons promotes standards above expectations in the skills taught. Overall, pupils' standards of attainment are in line with national expectations by the ages of seven and eleven and all pupils make sound progress.

132 Few lessons were timetabled during the inspection and most of them focused on the development of games skills. Year 2 pupils improve their throwing and catching skills through playing netball. Their good self discipline and concentration aids their learning. They discuss the activities and what they have learnt sensibly. Year 4 pupils develop good team building skills through team challenges such as moving a hoop representing a boat across a 'river' to retrieve bean bag 'treasures'. The teacher's high expectations of all pupils ensured that they listened to each other, respected each other's ideas and opinions, and reached a consensus of opinion on how best to solve the problem. The tasks became more demanding and provided good opportunities for discussion on how well they have worked individually and as group. In a Year 5 indoor athletics session, pupils learnt good team building skills through passing of the baton in relay racing.

133 Pupils enjoy physical activities. They listen quietly and attentively to all instructions and willingly demonstrate their skills to the class, for example, when Year 5 performed circuit training activities. Year 6 pupils display good self discipline when playing badminton. They practise forehand and backhand racquet skills trying to see who can keep the shuttlecock in the air the longest. The teacher's enthusiasm and high expectations of all pupils creates an animated and rigorous working environment. Skills development is promoted by good opportunities for pupils to refine their skills through repetition, by playing first in pairs and then in fours.

134 The quality of teaching is good and promotes a positive response from pupils in all classes and they work with interest and enthusiasm. Teachers plan and structure their lessons well with a clear emphasis on warming up and cooling down activities. They draw pupils' attention to health issues by referring to heart rate before and after activities, and explaining how stretching and tensing activities affect specific muscles in their body. Teachers effectively demonstrate the skills to be learnt and provide good opportunities for pupils to practise and demonstrate good achievement. This ensures pupils with English as an additional language understand what to do and how to improve. Pupils listen quietly to coaching points, and stay on task throughout the lessons. A good focus on discussion and evaluation of what has been learnt at the end of lessons promotes pupils' speaking and listening skills, aids their learning and helps them recognise the importance of working as a team. Pupils with special educational needs benefit from good tuition and encouragement from support assistants.

135 The policy and long term plan ensures there is good coverage of the National Curriculum. Year 4 pupils have swimming lessons and approximately 60 per cent of them fulfil National Curriculum swimming requirements by the end of the year. Although the after school club restricts access to school facilities and teachers' opportunities to provide extra curricular sporting activities, the school has good links with a number of local sports clubs and agencies. These provide good coaching for

cricket, football and rugby league. There is an annual residential trip, which enables pupils to take part in a range of physical activities.

RELIGIOUS EDUCATION

- 136 The last inspection identified some weaknesses. Effective leadership from the coordinator has ensured good improvement. Pupils' attainment meets the expectations of the locally agreed syllabus by the ages of seven and eleven. All pupils, including those with special educational needs and those with English as an additional language, make good progress due to consistent good quality teaching.
- 137 By age seven pupils have a clear understanding of the relevance and importance of religious stories to believers and followers of different faiths. They know the story of Easter and Christmas and their religious significance. They understand that there are different interpretations of how the world began and they understand the significance of some of the religious signs and symbols. There is some good evidence of pupils' reflecting on their learning. For example, pupils in Year 1 thought about what presents they would have given Jesus if they had visited him in the stable. In Year 2, as part of their work on Creation, pupils wrote their questions to God, for example; 'How did you make heaven?' 'What was it like making countries and islands?' 'Is your hand aching?'
- 138 By age 11, pupils have a more in depth knowledge and understanding of the six religions they study. They understand, for example, the significance of signs and symbols used in religious celebrations and acts of worship. They learn about religious leaders and their importance, the significance of holy books, and religious rules such as the Ten Commandments, and, the Five Pillars of Islam. Pupils understand the importance of religious journeys and pilgrimages to believers, both today, and in the past.
- 139 The quality of teaching is good and promotes good attitudes to learning from pupils. Teachers make learning relevant and interesting by their choice of activities, good use of practical experiences, books and artefacts. Visits are used well, for example, those to Southwark Cathedral, the Gurdwara and a local Mosque. Visitors to the school are increasingly being used to support pupils' learning. Teachers make very relevant links between work in religious education and that in other subjects, particularly English, drama and art and design. They provide satisfactory opportunities for pupils to reflect on what they learn. As a result pupils show good levels of interest and enjoyment and high levels of respect and tolerance, not just in religious education lessons but also in their dealings with one another. In Year 1 and 2, the quality of teaching is satisfactory. In Years 3 to 6 most of the teaching is good, and on occasion very good. In the more effective lessons, teachers have high expectations of pupils' work and behaviour and they use support staff well. Teachers present the subject sensitively, demonstrate respect for the religious beliefs and traditions, and in some instances their own experiences with pupils, which also has a positive effect on their understanding. For example, a teacher washed his hands before careful handling of the Qu'ran and explained to pupils why this is done and shared some of his childhood experiences of visits to the mosque. In a very good lesson in Year 3, all pupils took part in a Hindu wedding ceremony. Several pupils acted out the central parts, but all children were involved, as guests of the bride and groom and therefore in the wedding celebrations and the party that followed. This brought together pupils' previous learning very well and, made it particularly meaningful. In one lesson the quality of teaching was unsatisfactory because the tasks were too difficult for the pupils. Teachers make too little use of information and communication technology to support pupils' learning.
- 140 The school's long term plan makes effective use of the locally agreed syllabus, and that from the neighbouring authority from which many of the pupils are drawn. It incorporates and celebrates the rich diversity of faiths represented within the school, the local community and, wider society. The subject has a high profile in the school and it makes a very good contribution to pupils' spiritual, moral, social and cultural development. Through teaching themes that incorporate several religions, the school helps pupils make comparisons between the different beliefs, values and traditions drawn from a range of faith backgrounds. However, there are too few opportunities in lessons to draw upon pupils' own religious experiences and beliefs and therefore their knowledge.

141 The coordinator has a good knowledge of the subject and has successfully led and managed improvement. This has enabled preparation and delivery of the curriculum in an interesting and meaningful way. Monitoring and evaluation is good and includes sampling pupils' work and teachers' planning and some observations of lessons.